

Point of View

By Richard D. Mohr

When University Presses Give In to Bias, Academic Principle Will Be Disregarded

IN NOVEMBER, Beacon Press will bring out my book *Gay Ideas: Outing and Other Controversies*. Its most controversial chapter, though, isn't on outing but on men—naked men, naked men together, naked men together doing things to and in each other. The chapter suggests that masculine gay sexuality can improve democracy by providing a social ideal of equal respect. The chapter calls for illustrations. And there hangs an academic parable.

America already has seen attempts to quell the creation of gay ideas through censorious acts—the denial of grants—by the National Endowment for the Arts' politically appointed chair and oversight board. America also has witnessed attempts to block the dissemination of gay ideas by printers refusing to print illustrated gay books. Unfortunately, in their treatment of *Gay Ideas*, publishers have positioned themselves as the keystone completing this arch of censorship.

The book's masculinist images are gleaned both from high art—George Bellows, George Luks, Duncan Grant, Edward Weston—and from gay eroticists. The book includes a couple of Robert Mapplethorpe's "Cincinnati Seven"—the photos that led police to arrest the director of Cincinnati's Contemporary Art Center after they were put on display. The book also contains a handful of drawings by Tom of Finland and Rex, artists who stand to gay male life of the 1970's and 1980's as Grandma Moses stands to rural American life of the 1940's and 1950's. One couldn't understand the gay male psyche without understanding Rex and Tom—and Robert. The book's interpretations of these works turn on formal analyses of the images' structures. For the interpretations to be believed, the images have to be seen.

Once seen and interpreted, some of Mapplethorpe's most intense images can be read variously as parodies of America's anxiety over male penetrability and as gay-marriage portraits—not the sort of messages one would get from news or Congressional reports of the sex acts that convey the images.

Still, the images caused the manuscript to crash and burn through university presses. I found that the presses no longer fulfill their responsibility to present intellectually challenging, if unpopular, ideas. Initially, I offered the book to my home university's press. The pattern established there spread across academic publishing: huge enthusiasm among editors, strong to rave referees' reports, then rejection by the faculty-advisory boards that usually rubberstamp editors' recommendations. The problem, one of the professors on the advisory board of my university press told me, was fear that the state would cut appropriations to the university if the book included the graphics. This attempt to beg off responsibility presaged the rationalization by current NEA director Anne-Imelda Radice that she must make content-based (i.e., sex-based), not just quality-based, grant decisions so that the NEA itself may be saved—from Congress.

I then acted, with warnings, a prospectus of my manuscript to eight more university presses that had already published gay books, including the Ivy League press that had published my earlier book *Gay/Lesbian* and of whose lesbian-and-gay book series I was the founder and general editor. In addition, I sent the manuscript to two "cross-over" independent houses that publish academic gay books. All 10 presses asked to see the whole manuscript. I was assured that graphics would be no problem. As one editor snorted during a telephone conversation, "What do you think we are—

some hick press? This is New York." Upon receiving the manuscript, he immediately responded that he couldn't possibly publish the graphics. At least he was honest. Two presses didn't even bother to acknowledge receiving the manuscript. Others forged ahead—only to start falling by a wayside littered with their pretexts.

One large university press with a trade division, for example, was launching a gay book series with an announcement that, in postmodern fashion, heralded the end of academic objectivity; all judgments, it claimed, are ideological, mere products of desire and politics. Still, that press's editor rejected the manuscript, claiming that it lacked academic objectivity.

Another Ivy League press had gotten referees' reports better than one I could have written myself, but its faculty board rejected the manuscript on the purported ground that the reports weren't strong enough. The referees subsequently came forward, and the reports have been used for book-catalogue blurbs.

Then, surprise, the book was rejected for my own series. It was rejected despite favorable referees' reports and despite the fact that I had just signed up a sumptuous, lavishly illustrated history of homoerotic photography for the series. An editor explained the two books' different fates before the same faculty-oversight board: "Well, you see, *that* book treats the sex as art, while your book treats the sex as sex." No sex, please, we're American.

I resigned the editorship, forgoing thousands of dollars in editor's royalties from a series that had become a high-volume cash cow. (The paperback rights for one book in the series had been auctioned to a trade house for \$150,000.) But if, as an editor, you don't drive the line at censorship, you don't draw any lines.

One university press did offer to publish the book—Rutgers University Press. It and its director, Kenneth Arnold, deserve gold stars. But finally the independent, non-profit house, Beacon Press, made an offer that I couldn't refuse and, importantly, approached the graphics as an adventure rather than as something awkward. The palm (and likely profits) go to them.

The greatest irony in this journey was that on issues of free speech, I found that religion and free enterprise did better than the supposed "marketplaces of ideas"—the universities.

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The greatest irony in this journey was that on issues of free speech, I found that religion and free enterprise did better than the supposed "marketplaces of ideas"—the universities. Beacon books are published under the auspices of the Unitarian and Universalist Churches—"Independent publishing since 1854."

THE UNIVERSITY PRESSES simply abdicated their particular responsibility to make decisions with an eye to what is right, what is good, and what

is challenging, rather than to what is popular. Academic freedom means making academic decisions by academic criteria. It does not mean making decisions by looking over one's shoulder to see who is watching, especially watching with a checkbook or a deepshank in hand. It does not mean making decisions based on fears and anxiety. It does not mean making

decisions based on one's own perceived importance. It does not mean making decisions based on prejudice and bias. And it does not mean making decisions based on worries about guilt by association.

Academic freedom in the case of university presses means making decisions based on referees' reports. Reliance on these reports is the structural feature of university presses—and of academic journals and lecture committees—that embodies academic freedom. It is also what distinguishes university presses from trade presses. When an academic field is new or address subjects that invoke social prejudice, as in the case of gay studies, university-press boards will be especially suspect when they substitute their own judgments for those of referees. The boards' role in such cases should be limited to checks of referees' credentials.

THE PROBLEM with university presses' giving in to bias and merely printing the popular is not that they will suddenly start publishing Judith Krantz, Norman Schwarzkopf, or the collected quips of Dan Quayle—though, let's face it, university presses do some "lite" publishing to make a buck. (My own university's press stays aloof by selling cute color photos of romantic countryside studded with Amish huggies.) No, the problem is that once they begin giving in to bias, when matters of academic principle are at stake, principle will be disregarded. The bold academic ideas will be printed only if they are popular enough to bring some dimension (say, to a university audience) to assure a trade press's attention. But in the day when we must turn away from universities for liberal education. But that day is at hand.

University presses have betrayed a special covenant that America has with universities—giving them freedom to make what the populace views as mistakes in return for an expectation that they will be creative. Last year in *Rust v. Sullivan*, even as the Supreme Court upheld gag orders on doctors at state-funded abortion clinics, the Court claimed that the decision would have come out differently if the gag had been placed on speakers at state-supported universities—because of their grand tradition as forums for free speech. The Court needn't have wasted its breath. University presses have so abandoned their mission that they will never need to invoke the Court's protection.

The general lesson to be learned is an Aristotelian one: People become courageous by performing courageous acts and promote cowardice by performing cowardly acts. Fortunately, not all liberals are cowardly. Playing into the hands of the world's Jesse Helmses, Real liberals and real courage are possible in the publishing world. My editor Deborah Chasman and Beacon's director Wendy Strothman prove it—they who were courageous and honorable when courage and honor were necessary.

So, come November, you'll finally have the chance to buy *Gay Ideas*. Beacon will have it already wrapped—like an art book, like a porn book. Clinging to you through the cellophane will be a language that pathos untrod.

Richard D. Mohr is professor of philosophy at the University of Illinois at Urbana-Champaign, author of *Gay/Lesbian: A Study of Ethics, Society, and Law* (Columbia University Press, 1988), and founder and former general editor of *Columbia University Press's* series *Between Men—Between Women: Lesbian and Gay Studies*.

THE CHRONICLE

of Higher Education.

July 22, 1992 • \$2.75
Volume XXVIII, Number 46Quote,
Unquote

News Summary: Page A3

"To students, it's the three E's; the economy, education, and the environment."

A student and delegate to the Democratic National Convention, on the issues in the campaign: A20

"This is the face of democracy."

A professor, an acting delegate: A27

"It's like someone took the lid off, and there's been this explosion of very creative work."

An editor, on publishers' interest in gay and lesbian studies: A8

"I do not know of another forum in which such a judgment could be made and be more certain."

David Bellman, an attorney's decision not to seek the indictment of a researcher with whom he had written a disputed paper: A7

"Just because the U.S. Attorney's office doesn't want to take this case before a jury doesn't mean Baltimore and Indianapolis-Kari were right all along."

A Congressional investigator: A7

"You don't pick out the worst in the world, and be a smidgen better than that, and any you're wonderful."

An academic adviser, on the fact that black athletes graduate at higher rates than other black students: A31

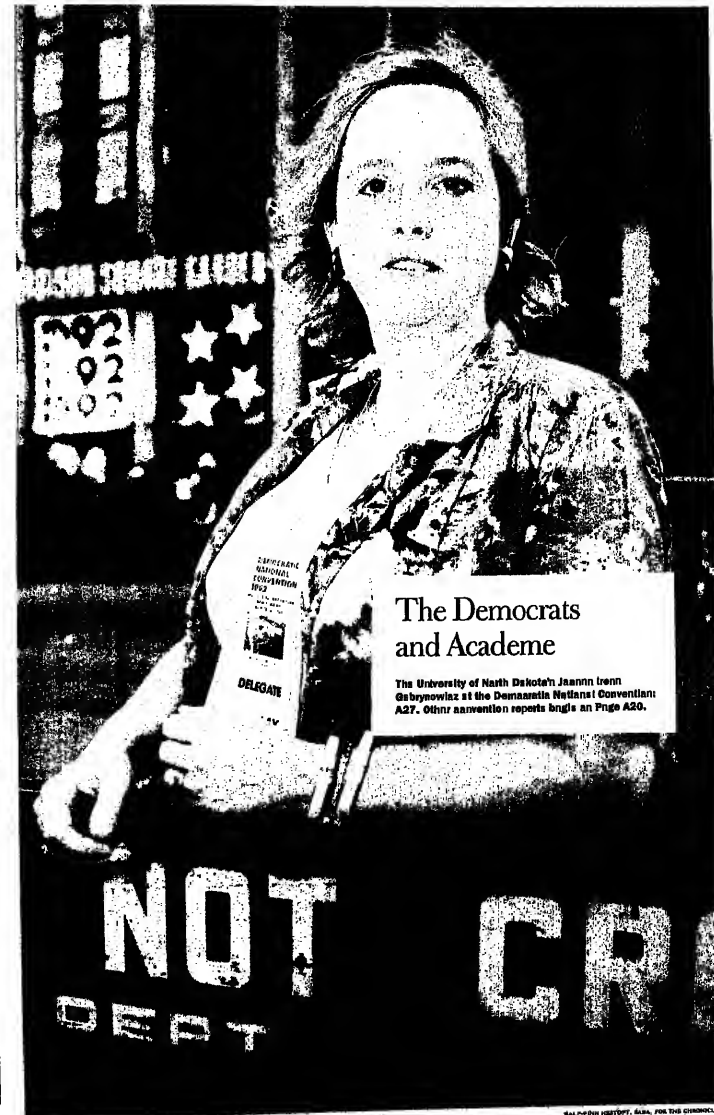
"I wish we could get rid of campaigns."

The president of CASE, an anti-campaign at colleges: A30

"A year ago, 37 Senators voted against the project when we only had fears there were problems. Now we have documented proof."

A New York Republican, an on-site critic of the SSC: A22

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The Democrats and Academe

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HALF-PHOTO HISTORY, AKA, FOR THE CHRONICLE

PRINCIPLES of SOUND RETIREMENT INVESTING



WHY YOU SHOULD START PLANNING FOR RETIREMENT WITH YOUR EYES CLOSED.

For retirement to be the time of your life, you have to dream a little—about the things you've always wanted to do: travel, explore, start a business. Just imagine...

With a dream and a plan, you can make it happen. Your pension and Social Security should provide a good basic retirement income, but what about all



those extras that make your dreams possible? You'll probably need some additional savings.

THE DREAM IS YOUR OWN. WE CAN HELP YOU WITH THE PLAN.

TIAA-CREF Supplemental Retirement Annuities (SRAs), tax-deferred annuities for people like you in education and research, are a good way to save for retirement and save on taxes now. SRAs are easy—you make contributions through your institution before your taxes are calculated, so you pay less tax now.

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This Week in The Chronicle

July 22, 1992

Scholarship

NEW PHASE FOR 'BALTIMORE CASE'
The U.S. will not seek the indictment for fraud of a researcher who, with the Nobel Laureate David Baltimore, was the co-author of a disputed paper: A7

GAY AND LESBIAN STUDIES
Scholarly publishers are rushing to sign up books in a field they once considered marginal and too risky: A8

ROLAND BARTHES'S JOURNALS
For the University of California Press, publishing the French critic's writings with an essay exploring his homosexuality proved complicated: A9

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Institute to study role of melatonin in sleep cycles: A7
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66 new scholarly books: A10

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Its new provost, the highest-ranking woman in the Ivy League, is familiar with the spotlight: A5

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New books on higher education: A14

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FAST ELECTRONIC CATALOG OF THE 18TH CENTURY
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THIS WEEK'S HIGHLIGHTS

At the Democratic Convention

- The party's 1992 platform ignores grants for college students, but is seen as "fairly strong on education": A20
- Students and faculty members politick, plug books, and—surprise!—party: A20
- It was a simple sentence in the party platform, but to an associate professor from North Dakota it was a personal triumph: A27



A T-shirt vendor

1,500 Scientists In Eastern Germany Go Back to School

The government wants to put high-powered expertise back in the classrooms: A39



California's Henry L. Snyder

Plugging In to the 18th Century

A vast electronic catalog contains descriptions of almost all the materials printed in Great Britain and her colonies from 1701 to 1800: A15



Towson's Dorothy G. Stegel

U.S. Proposes Disclosure Rules

The Department of Education proposed regulations requiring colleges and universities to make public the graduation and crime rates: A24

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Some Cal. college employees will get money, not IOU's: A20
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Illinois may change governing-board structure: A29

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With universities competing to wage the largest capital campaign, the president of CASE calls the drives "the dumbest thing I've ever seen": A30

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Hundreds line up at community college for fell courses: A4
Black students criticize police presence at N.J. gathering: A4
Fraternity's secretary pleads guilty to embezzlement: A4
Advanced placement tests are lost in the mail: A5

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A CLOSER LOOK AT GRADUATION RATES
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Tracking the graduation rates of the NCAA's scholarship athletes is a confusing business: A32

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MARGINALIA

Flyer at Case Western Reserve University:

C.W.R.U. SECURITY OFFERS
"MAINTENANCE FREE"
ANTI-THEFT SERVICE
FOR YOUR AUTO

"As a CWRU parking permit holder, you are entitled to take part in our award-winning VIN Each Program."

"CWRU Security Officers will check the VIN (Vehicle Identification Number), sometimes called the serial number of your auto, on all the large windows of your vehicle."

"Drive your vehicle to the Lot 53 parking garage second level security booth. The Security Officer will check your vehicle and your back on your way in about 20 minutes."

Ouch! Thai Airst?

Note in *Along the Walk*, a newsletter at Trinity College (Conn.):

"Honor Moore, a poet, playwright, editor, and biographer, will read from and explain why and how she wrote her biography of the poet Margaret Sargent at 4 p.m. in the English department building."

Speed writing?

From *University Employee*, a union publication at the California State University:

"CSU recognizes the severe budget problems facing the CSU, but we firmly believe that there must be a much more equitable sharing of the burden when it comes to potential layoffs, cutbacks in health benefits, etc. We need to ask why the Chancellor's Office just hired two new lawyers and three new administrators at a cost of approximately \$500 million per year."

Good question!

We're not sure what to think about a "resource guide" from the Vermont Department of Education that has this title:

Keeping Pregnant and Parenting Teens in School

A reader writes:

"A budget request at the University of Michigan-Dearborn asks for money to fund a reserve to replace 2 vans used for campus pickup/delivery every 4-5 years."

"And you thought the U.S. mail was slow!"

From a story in *The Daily Reveille*, a newspaper at Louisiana State University:

"Imagine yourself in the middle of arid mountains 15,000 feet high. The night is very clear and you can see the stars shining furiously against the darkness of the sky. The silence of the desert surrounds you. It is warm."

And our ears are popping. —C.O.

In Brief

Texas medical student
loses for diploma

HOUSTON — A district-court judge has threatened to hold officials of two University of Texas health institutions in contempt if they do not issue a certificate stating that a student has completed his medical studies.

The student, Allen Than, needs the certificate to begin his medical residency this fall. In 1991, Mr. Than was expelled from the Medical School at the University of Texas Health Science Center at Houston. Then a third-year medical student, he was accused of cheating on an exam. Mr. Than denied the charge and sued the institution. A court later granted an order that allowed him to complete his studies.

Meanwhile, a judge ordered officials of the health-science center to release a temporary certificate saying Mr. Than has graduated. The certificate would allow him to start his residency while his lawsuit is pending. University officials would not comment on the case.



Students queue up to register for fall courses

FT. LAUDERDALE, FLA.—Hundreds of students at Broward Community College waited overnight to register for courses that begin this fall. Students at the college's three campuses slept on the ground or spent the night in lawn chairs.

My down, dozens of others had begun queuing up (above) to avoid being closed out of courses. From 8 a.m. to 5 p.m., more than 4,000 students registered for fall classes, shattering single-day enrollment records at the campuses.

College officials say state budget cuts caused students to worry about their ability to get the courses they need. The institution has received money from the state legislature that will allow it to sell sections of popular courses.

Black students charge police are overzealous

BRIDGEMAN, N.J. — Members of black students and families who gathered here last week for an annual party described what they said was an overbearing and intimidating police presence.

As many as 100 police officers from surrounding areas were called out to patrol the town's 28-block-long beach and boardwalk during the event, which attracted thousands of students (left).

A spokeswoman for the state police said 50 officers had later been removed from the patrol. The spokesman said the event had become violent in past years. This year, however, the scene was peaceful and only minor citations were issued.

Idaho Student pleads guilty to embezzling

MOSCOW, IDAHO — A student at the University of Idaho has pleaded guilty to embezzling more than \$31,000 from his campus fraternity.

Douglas Baker, assistant secretary of the Delta Chi fraternity, admitted to forging five checks on the group's bank account and depositing them in his own.

Mr. Baker will be sentenced next month. Under a plea agreement that he reached with prosecutors, Mr. Baker would serve 30 days in jail and be placed on probation for three years. He also would repay the \$31,000.

70-mile winds damage Oklahoma campus

LAWTON, OKLA. — Winds of 70 to 80 miles an hour hit the campus of the University campus, causing over \$250,000 in damage to several buildings. Pelting rain added to the destruction.

The Fitness Center (right) was hardest hit. It lost part of its roof, some windows and doors, and a skylight. A building containing residence halls, classrooms, and offices lost almost 40 windows and much of its roof. The stadium, the baseball field, and the tennis complex also were damaged. No one was seriously injured.

Corrections

An article about a court ruling on access to university meetings on animal research (*The Chronicle*, July 8) incorrectly identified the Oregon Court of Appeals as the state's highest judicial authority. The highest is the Oregon Supreme Court.

An article on a Supreme Court decision on segregation in Mississippi (*The Chronicle*, July 8) said that Stephen C. Halperin had written a brief for the Congressional Black Caucus and the National Association for Equal Opportunity in Higher Education. Mr. Halperin did not write the brief himself, but assisted a group of lawyers who prepared it.

Gratify cover new monument to free speech

BERKELEY, CAL. — The University of California's campus here has installed a plaque in its Sproul Plaza honoring the principle of free speech.

The plaque—a six-foot-wide granite disk inscribed in the ground, with a six-inch circle of dirt at its center—was donated last year by a faculty group called the Berkeley Art Project. An inscription reads: "This spot and the air

space extending above it shall not be a part of any nation and shall not be subject to any entity's jurisdiction." After its installation, the work was quickly covered by graffiti, which the university plans to remove before an official unveiling in October.

Sproul Plaza was the site of student demonstrations in the early 1960s against a university ban on political activities.

Portrait

'Saint Judy' Goes Once More Unto the Breach

By COURTNEY LEATHERMAN

NEW HAVEN, CONN.

Since Judith Rodin was named provost at Yale University, there have been headlines. "Driving energy comes Rodin to top of Yale," declared the *New Haven Register*.

"Saint Judy: New Yale provost Rodin takes the helm of a university in turmoil," proclaimed the *New Times*, a Connecticut weekly. "The Woman Who Would Be President," *Town & Country* called her.

Says Ms. Rodin: "The papers have been in a feeding frenzy. It makes me feel a little embarrassed."

Not that Ms. Rodin is unfamiliar with the spotlight. Her work as a Yale psychologist doing groundbreaking research for the past 20 years on eating disorders, obesity, and aging has brought her a wide range of attention. She has testified before Congressional committees on those matters, headed the John D. and Catherine T. MacArthur Foundation Research Network on Health and Behavior, served as co-host of PBS programs on the body, and lobbied women's magazines to feature models whose bodies more closely resemble that of the average woman.

She helped start the Yale Center for Eating and Weight Disorders in 1990 and last month published her latest book, *Body Types: Breaking the Bonds that Keep You From Feeling Good About Your Body*, published by William Morrow & Company.

Lately, the focus of attention has shifted. People don't just want to know about her work; they want to know about her: what it means to be the highest-ranking woman in the Ivy League; how she juggles her professional duties as an administrator and scholar with her responsibilities as a single mother; and how she plans to tackle the tough problems facing this university when so many other Yale administrators have bowed out.

In the past year, five top administrators have resigned. Ms. Rodin has been asked to fill two of these spots. Some on the campus have speculated that she could be asked eventually to fill a third—the presidency, although the university's governing board named Yale historian Howard R. Lamar as acting president last month after Yale's president, Benno C. Schmidt, Jr., abruptly resigned to head up a network of private schools.

Highest-Ranking Woman

When Ms. Rodin took the provost's position this month, she became the highest-ranking woman in the Ivy League, although not the first woman to hold the post. (Hanna H. Gray, the retiring president of the University of Chicago, claims that honor—a fact that Ms. Rodin is careful to point out.)

"This position was a relief," she says, "because I was the first woman chair of my department, I was the first woman dean of the Yale Graduate School. When I became provost I could at least know that Hanna Gray had been the first woman provost."

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'Saint Judy' Goes Once More Unto the Breach

By COURTNEY LEATHERMAN

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Highest-Ranking Woman

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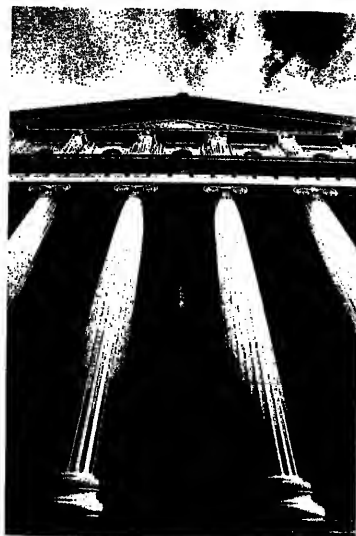
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Footnotes

The birthday celebration will be six months early, but it will take a form that would probably have pleased Mrs. Jefferson.

To commemorate the 250th anniversary of Thomas Jefferson's birth—on April 13, 1743—the history department at the University of Virginia is sponsoring a scholarly conference in October on Jefferson's legacy for the late 20th century.

The Founding Father and third President is a highly traditional topic at a time of great ferment in humanities scholarship, but the director of the conference—Peter S. Onuf, a professor of history at Virginia—hopes that the gathering will provide a "fresh assessment" of Jefferson.

"The conference will honor Jefferson, but it will also explore the more ambiguous and—in the case of slavery and race relations—even tragic dimensions of his legacy," Mr. Onuf wrote in his proposal for the conference. "Only by such an honest and open-ended accounting can the Jeffersonian tradition in American public culture be examined and renewed."

Not exactly Jefferson revolution, but it is the University of Virginia, after all.

Everyone experiences fitful sleep now and again, some more than others. For people over 65, say officials at the National Institute on Aging, troubled sleep is a particularly common. About half of the 29 million Americans in that age group report problems in getting a good night's rest.

So the institute, part of the National Institutes of Health, has given researchers at Oregon Health Sciences University nearly \$1 million for a five-year study of the role of melatonin in regulating cycles of sleep and wakefulness, and how aging affects the hormone's activity in the brain. Led by Robert L. Stack, a professor of psychiatry, the scientists will study both animal and human subjects to find out how doses of melatonin can be used to help regulate sleep rhythms.

A spokesman for the National Institute on Aging said researchers hope the study will show them how to "reset the circadian clock" so that people can get a good night's sleep without resorting to drugs.

Psychologists have now shown empirically that the kids at local video arcade probably know all along: Players who are good at video pinball games tend to "choke" when they have an audience—more so than poor players.

Charles Kirolo, director of the Social Science Research Center at the University of Dayton, and Jeffrey S. Kozlowski, a psychology

student, found that that was not so true, however, for computer games. The "Tetris," that take more than the ordinary amount of skill.

Their study will be published in the fall issue of *Social Behavior and Personality*.

Scholarship

U.S. Attorney Will Not Seek Indictment of Researcher Accused in 'Baltimore Case'

Her co-author, Nobel Laureate David Baltimore, says decision vindicates scientist's work

By David L. Wheeler

THE U.S. ATTORNEY'S OFFICE said here last week it would not prosecute a researcher for fraud in the "David Baltimore case," saying it would be better if the matter were settled by scientists than by a lay jury.

The office had been looking into charges that Thereza Imanishi-Kari, an assistant professor of immunology at Tufts University, made false statements to the government about research done under a grant from the National Institutes of Health. David Baltimore, a Nobel Laureate who was at the Massachusetts Institute of Technology when the research was done and is now a professor at Rockefeller University, was an author of the paper produced from the research. Mr. Baltimore had not been accused in the matter.

The results of the research in question were published in 1986 in the journal *Cell*. The paper concluded that a gene transplanted into mice had a far greater influence on the animals' immune systems than scientists had expected.

A dispute over the paper began shortly after it was published. Margot O'Toole, a post-doctoral researcher who worked in Ms. Imanishi-Kari's laboratory, questioned the paper's validity. Later, Ms. O'Toole charged that Ms. Imanishi-Kari had not done some of the experiments that she said she had performed.

A Wave of Congressional Interest

The dispute triggered a wave of congressional interest in research fraud and has continued through two university investigations, multiple Congressional hearings, and three government investigations, making it the longest-running active dispute over scientific misconduct.

The decision by the U.S. Attorney not to prosecute the case, made after two years of considering the evidence, left unresolved an investigation by the Office of Scientific Integrity at the National Institutes of Health.

Lyle Bivens, director of the Office of Scientific Integrity Review at the Public Health Service, which in the past has double-checked investigations by the Office of Scientific Integrity, said the case would be resolved by new procedures that are being established for investigating scientific misconduct in projects financed by the Public Health Service. All of the research agencies in the Department of Health and Human Services are part of the Public Health Service.

A 1991 draft report by the Office of Scientific Integrity found that Ms. Imanishi-Kari had fabricated some of her data. The report said it was unclear if the experiments had ever been done.

Under the new procedures, Ms. Imanishi-Kari would be offered a hearing if integrity-office investigators found that their



David Baltimore: "I do not know of another forum in which such a judgment could be made and be more certain. They found insufficient evidence to prosecute her."

original conclusion held up. At such a hearing, she could dispute the government's evidence and might also be given the chance to confront her accusers.

Officials at the U.S. Attorney's office said they had not prosecuted the case in part because they did not think it likely that a jury would find Ms. Imanishi-Kari guilty. Geoffrey Grinter, the Assistant U.S. Attorney handling the case, said he had confidence in the Secret Service report indicating that Ms. Imanishi-Kari had created documents supporting experimental results long after the experiments were supposed to have been done. But he said a jury might not believe Ms. Imanishi-Kari was deliberately misleading the government.

"If scientists haven't been able to make up their mind over six years about the underlying validity of the paper," Mr. Grinter said, "then I don't think we could have proved it beyond a reasonable doubt before a jury of lay persons in a week."

Mr. Grinter said he hoped the matter would be settled by scientists. If an administrative hearing were held, the administrator holding the hearing could appoint scientific experts to assist him.

Mr. Baltimore and Ms. Imanishi-Kari's

The prosecutor said he was afraid that, if the case had been brought before a jury, what has been called Ms. Imanishi-Kari's "sloppy-science defense" might have worked.

lawyer, Bruce A. Singal, both said the prosecutor's decision had vindicated Ms. Imanishi-Kari. Mr. Baltimore said last week that the investigation by the U.S. Attorney's office had been more thorough than the one conducted at the NIH.

"I do not know of another forum in which such a judgment could be made and be more certain," he said. "They found insufficient evidence to prosecute her. You can't ever in life know exactly what somebody has done. You can only know what the evidence is."

Mr. Baltimore said he would write to *Cell* making its editors to withdraw his earlier retraction of the paper.

Mr. Grinter questioned Mr. Baltimore's response. "Mr. Baltimore's reaction is a mistake," he said. "He is placing too much weight on our decision not to prosecute."

Mr. Grinter said he was afraid that, if the case had been brought before a jury, what has been called Ms. Imanishi-Kari's "sloppy-science defense" might have worked. Ms. Imanishi-Kari has acknowledged that she kept poor records and may have made some mistakes in pulling together her data for the investigation.

Mr. Baltimore responded that the "sloppy-science defense is not a defense. It is what really happened. I saw it happening."

Mr. Baltimore said he had asked *Cell* to publish his retraction of the paper after reviewing the draft report by the Office of Scientific Integrity that he said had been based largely on evidence gathered by the Secret Service. The service's experts in forgery reviewed the ink and paper from research notebooks and tapes from laboratory machines known as gamma counters. The experts concluded that the notebooks had not been created when Ms. Imanishi-Kari said they had.

Report From Independent Consultant

Mr. Baltimore's retraction stated that he would like to withdraw the paper until questions about the data supporting it were resolved. A 14-page report by an independent forensic expert who was retained by Ms. Imanishi-Kari's lawyer to examine the notebooks, plus the decision by the U.S. Attorney's office not to prosecute, has now resolved those questions, he said.

The independent consultant, Albert H. Lyter, found that the conclusions of the Secret Service report were erroneous.

Mr. Singal, Ms. Imanishi-Kari's lawyer, said that for years his client did not have access to her notebooks, until the U.S. Attorney's office released them last year. Because the color of the paper and the laboratory tapes was an issue in the investigation, he said, copies of them were insufficient for Ms. Imanishi-Kari's defense. "When powerful government institutions are going to make serious accusations," he said, "fundamental fairness dictates they give those who are accused the evidence so they can respond. That's particularly important in scientific investigations."

From Margin to Mainstream: Books in Gay and Lesbian Studies

Presses show new interest in field once considered risky

By Liz McMillen

TEN YEARS AGO, John D'Emilio was working on a history of the gay liberation movement before the Stonewall Rebellion, a 1969 uprising against New York City police that is considered a watershed in the movement's evolution.

He circulated his manuscript among several publishers and agents, but his proposal got either a quick rejection or no reply. Eventually an editor at the University of Chicago Press expressed interest in the book and offered him a contract. "I was so thrilled to talk to anyone, I would have given it away," Mr. D'Emilio says.

Chicago went on to publish the book, *Sexual Politics, Sexual Communities*, in 1983, and many scholars say it was the first monograph published on the history of gay life in America. Today, Mr. D'Emilio, a professor of history at the University of North Carolina at Greensboro, has an agent and is regularly contacted by editors interested in his work.

'Explosion of Very Creative Work'

Mr. D'Emilio's latest book, *Making Trouble: Essays on Gay History, Politics, and the University*, will be released next month by Routledge and is one of the publisher's lead books for the fall. And its author is on the verge of signing a contract with the Free Press for a biography of Boyard Rustin (1912-1987), a civil-rights activist who was gay.

Mr. D'Emilio's emergence as a sought-after author is just one sign of the growing interest that academic publishers are showing in the field of gay and lesbian studies. Only recently regarded as marginal or too risky, gay and lesbian studies

have moved from the sidelines to the center of academic publishing.

One major reason is the simple economic fact that gay and lesbian books sell, among both academics and non-academics. "It's like someone took the lid off, and there's been this explosion of very creative work," says Ann M. Miller, associate executive editor at Columbia University Press, which has a prominent series in gay studies. "And university presses have found that books in this area sell very well to people beyond an academic audience."

Questions of Sexuality

Editors say that some of the most innovative scholarly writing and thinking today revolves around questions of sexuality and how society creates and regulates gender roles. Elizabeth Maguire, senior editor at Oxford University Press, says: "Publishers aren't just jumping on the bandwagon. This is really where the best minds are."

Hoping to capitalize on a rapidly growing market, many university presses are adding books that explore gay history and culture to their publishing lists. Gordon and Breach Publishers plans to release a new publication called *GLQ: A Journal of Gay and Lesbian Studies*, which seeks to publish scholarship that will bring a "queer perspective" to all topics touching on sex and sexuality.

Other presses are starting special series devoted to the subject. In the next year or so, Duke University Press will begin "Sexes Q"; New York University will have "The Cutting Edge: Lesbian Life and Literature"; Oxford University Press, "Ideologies of Desire"; and the University of Chicago, "The Chicago Series on Sexuality, History, and Society."



Bill Germano, editorial director of Routledge, "in the mid-80's something happened. There was a real release of energy."

Competition for good manuscripts has become fierce, pushing up advances and pitting press against press. Even with the increased number of publishing outlets, John G. Funt, who serves as general editor of the Chicago series as well as of the *Journal of the History of Sexuality*, reports that he is "literally inundated with manuscripts."

Bill Germano, editorial director of Routledge, calls the scholarly work that makes

up gay and lesbian studies "an energy field."

"In the mid-80's something happened," he says. "There was a real release of energy."

Many scholars and editors point to Mr. Germano as a pioneer, someone who carved out a publishing niche for gay and lesbian studies before many other scholarly presses. An editor at Columbia before coming to Routledge in 1986, Mr. Germano signed up several authors writing about aspects of sexuality, including Mr. D'Emilio, Judith Butler, Margaret Cruikshank, Susan Phas, Marjorie Glicker, and John Winkler.

"When I came here in 1986, it was clear that feminist criticism and women's studies constituted the most important part of the program, all disciplines considered," he says. "Now gay and lesbian studies is emerging as one of the real strengths of the company."

An 'Activist' Orientation

Of the 100 or so books released from Routledge's New York office, Mr. Germano says nearly half deal with some question of women's identity, the history of sexuality, or gender. The press plans to publish sometime within the next two years a "reader" of essays on gay and lesbian studies, which Mr. Germano hopes will do for the field what *Cultural Studies*, a large collection that Routledge released this year to much fanfare, did for that field.

Mr. Germano says Routledge's interest in gay and lesbian studies has to do with what he calls the press's "activist" orientation. "We're looking for good books that have the capacity to create social change," he says.

Editors at other presses say the proliferation of gay and lesbian books is the

Scholarship

outgrowth of the gay-liberation movement and of two decades of feminist theory, which raised new questions about sex, which raised new questions about sex, which raised new questions about sex. Others cite the support of gay and lesbian bookstores eager to stock books of interest to their clientele.

'Anyone Can Pick It Up'

One recent book, Lillian Faderman's *Solitary Habits and Twentieth-Century Lesbian Life*, published by Columbia University Press, has sold more than 10,000 copies since it was published last year and is quickly becoming one of the most successful books ever released by the press. In an unusual transaction for a university press, Columbia sold the paperback rights to Ms. Faderman's book to Penguin USA, reportedly for six figures.

The success of Ms. Faderman's book far exceeded the press's expectations, Mr. Miller says. "It's the kind of book that, once someone has done it, you say to yourself, how come no one has done this before?" she says. "It has appeal for gay and lesbian readers, but anyone can pick it up and learn an enormous amount."

Ms. Faderman's book is part of a series at Columbia, "Between Men—Between Women: Lesbian and Gay Studies," which has published six volumes so far, including work by Richard D. Mohr and Judith Roof. For the fall, Columbia's lead book is *The Romantic Photograph: Male Images in British Literature, 1830-1860*, by Allen E. Steinbock. Having a series, Ms. Miller says, serves as a signal of "real commitment by the press."

Scholars in previous generations often avoided research or scholarship on gay life and experience—or at least waited until they had become better known on the subject, Mr. Miller notes. "Generally people didn't want to do gay studies," she says. "Now people are doing their dissertations on it."

These dissertations are often the manuscripts that are most sought after by publishers. James Woods was still a graduate student at the University of Pennsylvania when book publishers came calling. His dissertation on gay men and the workplace had caught the attention of editors, and university presses and commercial publishers alike were keenly interested in it.

Help From an Advisor

Mr. Woods, now an assistant professor of communications at the City University of New York College of Staten Island, recently accepted an offer from the Free Press, and his book, *The Corporate Closet*, will be released next year. "For a first-time author selling a dissertation, I thought it really well," Mr. Woods says. "The subject is one that no one had written about substantively."

Since he had a doctoral adviser—Larry Gross, a communications professor at the University of Pennsylvania—who had done important work in gay studies himself, Mr. Woods says he experienced few of the barriers facing other scholars. "I was probably more obvious than confident," he says. "I had never encountered anything that would give me reason to worry."

The intense competition for manuscripts has forced some presses to raise the amount of money they will advance to authors, some paying as much as \$35,000. Mr. Miller tells the story of receiving a manuscript by a sociologist and within two weeks learning that several commercial

Continued on Page A13

'MARVELOUS MEETING IN PRINT'

New Two-Book Set Pairs Roland Barthes's Journals With Essay Exploring French Critic's Homosexuality

By Scott Heller

POLYGRAPHIC AS HE WAS, Roland Barthes insisted that he could never keep a diary. "It is harder to write than to read," he wrote in 1977, during one of the few periods in which he regularly jotted down the day's events.

For the University of California Press, publishing a translation of the French writer's journals alongside an essay by D. A. Miller, a leading American literary critic, proved more complicated than expected. Mr. Miller's lengthy afterward, written to accompany the writings, was turned down by Barthes's literary executor, in large part because of Mr. Miller's discussion of Barthes's homosexuality.

Instead, the press will publish two slender books this fall: *Incidents*, a translation of Barthes's writings, and *Bringing Out Roland Barthes*, Mr. Miller's attempt to reclaim Barthes as a resource for gay people and gay-studies scholars. In a compromise, the press will publish the writings separately but also make them available as a package. Wrapped around the two books is an illustrated band. On one side is a photograph of Barthes's eyes; on the other, Mr. Miller's.

"It's a marvelous meeting in print that never took place in life," says Doris Kretschmer, California's acquiring editor in the humanities.

The press's publicity materials say that Mr. Miller "explores his own intellectual and erotic crush on Roland Barthes, a man he never met." In the essay, Mr. Miller describes the piece as an "album of moments" in an imaginary "homosexual encounter" between him and Barthes.

Mr. Miller, a professor of English at Harvard University, declined to answer questions about the essay or how it came to be published.

In a letter to *The Chronicle*, he wrote: "Nearly all mainstream journalism is incapable of making gay work visible except under the aegis of 'controversy.'"

... In all the breeze, the attempts of gay men to voice the specificities of their experience are (once again) lost."

Born in 1915, Roland Barthes was a professor at the Collège de France until he was hit and killed by a truck in 1980. *The Pleasure of the Text*, he approaches literature and culture as systems of signs that require decoding.

'Theoretician of Reading'

"He became the foremost contemporary theorist of reading as a pleasure and as a practice," says Peter Brooks, chairman of comparative literature at Yale University.

"He was one of the people who did very apocalyptic studies of the popular and of everyday life," says Vincent B. Leitch, professor of English at Purdue University and author of the forthcoming *Cultural Criticism, Literary Theory, Poststructuralism* (Columbia University Press). But unlike other French thinkers of the 1960's and



Since the 1960's, Roland Barthes has been a major influence on literary and cultural critics interested in images and popular culture.

1970's, Barthes has not—until recently—been influential among gay-studies scholars, he says.

"To take him now into gay or queer theory would be an innovative move," Mr. Leitch says. "It would be a surprise, but not a shock, since most people know he was a gay man."

Detonator From a Lonely Life

That was not a matter that Barthes discussed in his writings, except in the private journals, which were published posthumously in France in 1987. *Incidents* includes journal entries written in Morocco and Paris, as well as two previously uncollected essays. The journals recount details from the life of a lonely intellectual celebrity, warily eyeing young men but rarely able to achieve satisfying relationships.

"They're attempts at a kind of personal journalism he hadn't tried before," explains Richard Howard, who has translated 10 of Barthes's books, including *Incidents*.

Mr. Miller's 60-page essay is a winding meditation on his own experience as a gay man of another generation and culture. In the essay, Mr. Miller challenges Barthes's discretion about his homosexuality, which ended up making invisible a crucial component of his sensibility. Barthes has been criticized for being apolitical, especially in his later writings. "To refuse to bring Barthes out of the closet is to homophobize his work," Mr. Miller writes. "If Barthes's reticence has successfully shielded anyone, it is his homophobic critics, who are spared having to show

how deeply their attacks are motivated by a name he never claims."

Mr. Miller finds traces of pride and even militancy in the journals, which are suffused with frustration. He also discusses Barthes's writing style, with its emphasis on surfaces and small details. "It's an attempt to talk about what gay writings is," says Ms. Kretschmer of the California press.

Francis Wahl, however, had his doubts. As Barthes's literary executor, Mr. Wahl controlled how and whether the writings were published in English.

Essay 'Could Make Barthes Angry'

In a letter to the press, he praised Mr. Miller's essay as "brilliant and provocative, elaborate and ironic." But he argued that the essay would constrain potential readings of Barthes and would have "revolted" Barthes himself.

"The problem of Miller's text is thus clear: He proposes a reading of Barthes based on what Barthes believes to be false," Mr. Wahl wrote. "A commentary like this was one of the few things which could make Barthes angry, because he saw in it a norm that others wanted to impose on him."

The California press solicited heavyweight scholars to try to change Mr. Wahl's mind, including Mr. Howard, Denis Hollier of Yale University, and Richard Poirier of Rutgers University. "I called him up and said, 'I don't think there's anything dangerous in this,'" Mr. Howard recalls. "He felt that Barthes's books should be Barthes's own work. So they worked out a two-book solution."

For nearly 125 years, the British journal *Nature* avoided the word "billion" to prevent confusion among the journal's British readers—whose definition of a billion is really a trillion to the rest of the world.

That led to some awkward changes in the submissions of authors who had to describe the age of the earth as "4,500 million years" or the U.S. federal deficit as "\$500,000 million."

This month the editors decided to follow conventional practice. In an editorial in the July 2 issue headlined "Billion bites the dust," they announced that "*Nature* intends that a billion should henceforth mean what others intend."

Scientists shouldn't assume that other big changes are in store. "It is earnestly hoped that readers will not mistake this upheaval in editorial practice for the witless indulgence of innovation for its own sake," the editors wrote. "Rather, it is a case where tradition has been overwhelmed by others' usage."

In fact, to emphasize that *Nature* was not abandoning its stringent editorial standards, its editors noted that they would continue to eliminate the word "trillion" from the journal's copy, except in direct quotations. To British readers, a trillion is really a million billion.

"There must, after all, be some standards," the editors wrote.

She's back and as bad as ever: Just when you thought it was safe to browse at your local bookstore, Camille Paglia has a collection of essays coming out in September from Vintage.

Bringing all of her assorted writings, lectures, and odds and ends together, *Sex, Art,*

Hot Type

and *American Culture* is a must for the Paglia completist. The paperback book includes Ms. Paglia's essays on the *Clarence Thomas-Anita Hill* battle and *Madonna*; several book reviews; and the complete version of "Junk Bonds and Corporate Raiders," a long and often blistering essay that first appeared in *Arlan*, a classics journal.

The "canceled" preface to her book *Sexual Personae* also appears. *Yale University Press* chose not to include the original preface because it didn't want to add to the length of the book; that omission, Ms. Paglia says, caused "a lot of problems for me with feminists."

She adds: "The preface makes clear my commitment to feminist principles. Without the preface, you get only the criticism of feminist ideology."

Although her publisher was hesitant because it smacks of self-promotion, Ms. Paglia includes a "media history," an account of her meteoric rise to fame as well as a 10-page annotated list of every article that has ever been written about her. (Sample entry about an article in *Vanity Fair*: "Paglia attains nirvana when *Sexual Personae* is quoted on a spectacular two-page photo of Sharon Stone, the star of 'Basic Instinct,' spread out like a tigress.")

She includes the list because she's tired of being called a neo-conservative, among other things. "This will kill that myth forever," she

says confidently. "You will see that there's never been an article about me as a conservative. An absurd, crazy, bizarre, fast-talking, anti-establishment figure, yes."

If you were a literate Southern woman in the Civil War era, you probably read the novels of *Augusta Jane Evans*. Several were best sellers and were eventually reprinted in the North in pirated and amended versions.

Next month, *Louisiana State University Press* will reissue the original versions of two of Evans' novels, edited and with introductions by *Drew Gilpin Faust*, professor of history at the University of Pennsylvania, and *Elizabeth Fox-Genovese*, professor of the humanities at Emory University. The novels are the first by women writers to be included in the Library of Southern Civilization series at the press.

"Southern women writers, in general, supported their society," says Ms. Fox-Genovese, explaining why the pro-Confederacy novels of Evans have been slow to attract scholarly attention, even from feminists. In her nine novels, Evans defended traditional roles for women and was staunchly pro-slavery. "She's not your basic Harriet Beecher Stowe," says Ms. Fox-Genovese, who does include Evans among the best women novelists of the 19th century.

Ms. Fox-Genovese is the editor of *Beniah*, first issued in 1859. Ms. Faust has restored original, pre-Confederate passages to *Macaria; or, Affairs of Sacrifice*, which was first published in 1864, and later amended for readers above the Mason-Dixon line.

NEW SCHOLARLY BOOKS

Compiled by NINA G. AYOUB

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

The Balinese People: A Reinvestigation of Character, by Gordon D. Jensen and Lih Ketai Suryani (Oxford University Press, 240 pages, \$35). A collection of the 1941 study *Balinese Character* by Gregory Bateson and Margaret Mead. *Buddhist Beliefs: Religion, Politics, and Violence in Sri Lanka*, by Stanley Jeyaraja Tambiah (University of Chicago Press, 204 pages, \$34.95 hardcover, \$14.95 paperback). Examines the role of Buddhist monks and laypeople in the violent conflict between the Sinhalese and the Tamils in Sri Lanka. *The Revolution of the Ethiopian Jews: A History of the Beta Israel (Falasha) to 1820*, by James A. Quinn (University of

Pennsylvania Press, 336 pages, \$39.95). Uses both oral traditions and documentary sources to trace the origins and history of Ethiopia's Jewish community.

ART AND ARCHITECTURE

French Architects and Engineers in the Age of Enlightenment, by Antoine Picon (Cambridge University Press, 432 pages, \$140). Draws on previously unexploited material in a study of the teaching and practice of 18th-century architects.

BIOLOGY

Neotoma Rules Biology: A Physical Approach to Biological Problems, by C. J. Poretsky (Oxford University Press, 128 pages, \$39.95 hardcover, \$19.95 paperback). Focuses on ecology in a study of the applications of Neotoma physics to the analysis of biological phenomena.

CLASSICAL STUDIES

Homeric Soundings: The Shaping of the "Iliad," by Oliver Taplin (Oxford University Press, 328 pages, \$60). Considers moral, political, and religious aspects of

the epic in relation to its composition as oral literature for performance.

COMPUTER SCIENCE

The Logic of Typed Feature Structures: With Applications to Unification Grammar, Logic Programs, and Constraint Resolution, by Robert L. Constable (Cambridge University Press, 230 pages, \$34.95).

ECONOMICS

The Economics of Monetary Integration, by Paul de Grauwe (Oxford University Press, 208 pages, \$49.95 hardcover, \$19.95 paperback). Focuses on Europe in a study of the economic advantages and disadvantages of monetary union as compared with the maintenance of separate currencies. *The Political Economy of Poverty, Equity, and Growth: India and Malaysia*, by Henry J. Brunton (Oxford University Press, 432 pages, \$39.95). A comparative study of the two Asian countries.

FILM STUDIES

New Australian Cinema: Sources and Perspectives in British and American Film, by Brian McFarlane and Geoff Meyer (Cambridge University Press, 280 pages, \$49.95 hardcover, \$19.95 paperback). Topics include Australian and British film makers' responses to Hollywood's dominance of their industry.

FOLKLORE

American Indian Western-Tale Stories, by Keith Cunningham (August House, 240 pages, \$25.95 hardcover, \$14.95 paperback). Edition, with commentary, of more than 200 narratives collected from contemporary Cherokee, Hopi, Navajo, Ojibwa, and other Indians. *The Brothers Grimm and Their Cultural Politics and the German Folk Tale*, by Christa Kramm (Ohio University Press, 277 pages, \$45). Sets the German brothers' folk tale collection

in the context of their wider scholarly work in comparative linguistics and literature.

HISTORY

The American Response to Canada Since 1776, by (J. G. F. Stewart) (Michigan State University Press, 218 pages, \$27.95). A history of U.S.-Canadian relations.

An African American in South Africa: The Travel Notes of Ralph J. Bunche, 28 September 1937–1 January 1938, edited by Robert R. Edgar (Ohio University Press, 396 pages, \$40). Edition of the American scholar and diplomat's notes from a research trip.

An American Quaker in the British Isles: The Travel Journals of James Maud Fisher, edited by Kenneth Morgan (Oxford University Press, 368 pages, \$79). Present writings by a young Philadelphian whose father sent him to Britain in 1725 to gather information on business conditions. *Canada's First Nations: A History of*

Addresses of Publishers

August House, Box 3223, Little Rock, Ark. 72203
 Barnes & Noble Books, 8075 Bollman Place, Savage, Md. 20765
 Cambridge U. Press, 40 West 20th Street, New York, N.Y. 10011
 Michigan State U. Press, 4405 South Harrison Road, Marysville Building, Suite 28, East Lansing, Mich. 48823
 Ohio State U. Press, 180 Pressley Hall, 1070 Carmack Road, Columbus, Ohio 43210
 Ohio U. Press, Scott Quadrangle, Athens, Ohio 45701
 Oxford U. Press, 200 Madison Avenue, New York 10013
 Rowman & Littlefield, 8075 Bollman Place, Savage, Md. 20765
 Stanford U. Press, 345 S. Stanford, Stanford, Calif. 94305
 Texas A&M U. Press, 4200 G. College Station, Tex. 77843
 U. of Chicago Press, 5803 South Ellis Avenue, Chicago 60637
 U. of Georgia Press, Athens, Ga. 30602
 U. of Oklahoma Press, 1005 Asp Avenue, Norman, Okla. 73019
 U. of Pennsylvania Press, 3200 Locust Walk, Philadelphia, Pa. 19104
 U. Press of Colorado, P.O. Box 849, Niwot, Colo. 80544



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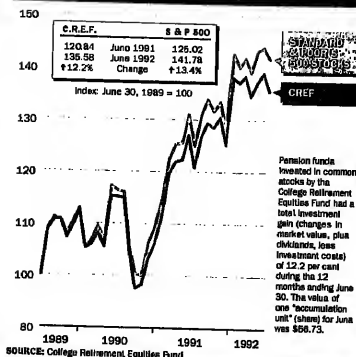
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Trends and Indicators

Pension Money in the Stock Market



Employment Outlook, 1990 to 2005

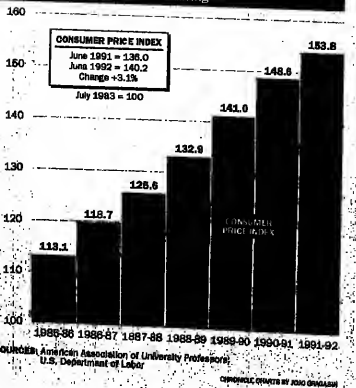
Major occupation	1990	2005	16-year increase
Executive, administrative, managerial	17,451,000	15,988,000	-27%
Professional, specialty	15,800,000	20,907,000	32%
Technicians	4,204,000	5,754,000	37%
Marketing, sales	14,088,000	17,489,000	24%
Administrative support, clerical	21,951,000	24,836,000	13%
Service	19,204,000	24,808,000	29%
Agriculture, forestry, fishing	3,905,000	3,865,000	-1%
Precision production, craft, repair	14,324,000	15,909,000	11%
Operators, fabricators, laborers	17,245,000	17,981,000	4%
Total	122,975,000	147,491,000	20%

Selected occupations	1990	2005	% change
Education administrators	348,000	434,000	25%
Teachers			
Pre-school, kindergarten	428,000	598,000	41%
Elementary	1,362,000	1,675,000	23%
Secondary	1,280,000	1,717,000	34%
Special education	832,000	1,087,000	30%
College	712,000	846,000	19%
Teacher aides	808,000	1,086,000	34%

Note: The employment projections for 2005 are based on the assumption of "moderate" economic growth.

SOURCE: U.S. Department of Labor

Faculty Pay and the Cost of Living



THE CURRICULUM

A twist for Goucher College's new cognitive-studies major

Hollins College offers master's program in children's literature

Goucher College gives a humanistic twist to its new cognitive-studies major, which it distinguishes from cognitive-science programs that emphasize psychology and computer science.

The college will urge majors to take courses on the sociology of knowledge, hermeneutics and deconstruction, and historical linguistics. Undergraduates will study the universal aspects of such cognitive processes as learning and memory, as well as their social and cultural dimensions, says Larry Bielawski, director of the new interdisciplinary program.

"We study epistemology, the acquisition of knowledge, more than cognition, the mind as computer," says Mr. Bielawski, professor of information technology.

Twelve core courses will be re-

quired for the new major, which will go into place this fall. Mr. Bielawski says the major will prepare students for graduate work. Students who want to work in student development and related fields are encouraged to major jointly in cognitive studies and computer science, he says.

During her lifetime, Margaret Wise Brown, an alumna of Hollins College, could hardly have imagined serious academic study of books like her children's classic "Goodnight Moon" and "The Runaway Bunny."

This summer her alma mater introduced the nation's first master's-degree program which includes both the study and writing of children's literature. Hollins is

also home to *Children's Literature*, the leading scholarly journal in the field.

The Hollins Summer Institute's six-week sessions that include courses on the history and criticism of children's literature and film. Another course this summer deals with how to write novels for young adults.

To complete the master's degree, students will have to take eight courses and write a thesis or creative work.

This year, five full-time students are enrolled. Amanda Cecchi, who directs the institute, said the summer schedule would make it easier to draw teachers and children's librarians to the institute, which is modeled after the college's graduate program in creative writing.

—SCOTT KELLER

Psychology Association Accredits U. of North Texas Program

DENTON, TEX. Although an accrediting team of the American Psychological Association recommended that the clinical-psychology program at the University of North Texas be placed on probation, the association last month granted it full accreditation for another two years.

The APA had delayed its final decision on the clinical program for three months to allow a second accrediting team to review it—an unusual action, some observers said.

The first team's report, which was obtained by *The Chronicle*, cited "considerable turmoil" in the program and recommended a two-year probation. The second team's report was not available.

Accreditation status was one of many controversies surrounding the program for the past year (*The Chronicle*, February 26). Some students and professors criticized the APA for continuing to accredit a program they said was plagued with problems. Some were particularly angry that the program's director had been demoted after completing a harsh assessment of the program for the accreditors.

Despite the APA's recent decision, it did not extend accreditation for the typical five-year period.

Blaine A. Brownell, the university's provost, said the APA's final decision was fair. "I can only thank the accrediting agency for not taking the easy path," he said, adding that the first team had been faced with an "intense campaign" by a group of students and faculty members who opposed the program's accreditation.

Other observers inside and outside the university suggested that the APA had indeed taken the easy way out by avoiding the issue of probation. Currently only one of 171 clinical-psychology programs accredited by the APA is on probation.

Elizabeth M. Altmaier, chair-

woman of the APA's accreditation committee and a member of the second team that reviewed the North Texas program, said that while it was "unusual" for the committee to reject a site team's recommendations, it was not unheard of. At its March meeting, the committee deferred decisions until June on 4 of the 41 programs it had reviewed. Of those four, which included the North Texas program, the committee eventually rejected the site team's recommendations for two.

Shelia R. Deitz, a professor at

the University of Denver's School of Professional Psychology and a member of the first visiting team, said she believed that her team had conducted a thorough review.

Nonetheless, she said she was "impressed" that the APA had sent in a second team to review the program, which she said was dealing with "a lot of complex issues."

Kenneth Polite, a professor at the Illinois School of Professional Psychology who headed the first visiting team, would not comment.

—COURTNEY LEATHERMAN

NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

Academia's Golden Age: Universities in the Twentieth Century, by Richard M. Friedland (Oxford University Press, 200 Madison Avenue, New York 10016; 532 pages; \$45.95). Traces the history of the state colleges and universities during a period marked by such paradoxical phenomena as an increase in the diversity of student populations and the decline of the traditional liberal arts curriculum. Includes portraits of leaders in Harvard, Northeastern, and Tufts Universities, as well as Boston College, the University of Massachusetts, and the Massachusetts Institute of Technology.

Developing New and Junior Faculty: New Directions for Teaching and Learning, No. 80, edited by Mary Deane Goren and Anna B. Austin (Jossey-Bass Publishers, 350 Sansome Street, San Francisco 94104; 104 pages; \$14.95, paperback). Presents essays on recent faculty members and prospective junior faculty to support faculty development. (American Association of Colleges and Universities, 1200 16th Street, N.W., Washington, D.C. 20036; 104 pages; \$14.95, paperback). Includes state-by-state information on programs for registered nurses pursuing the bachelor's degree at 201 colleges and universities.

Graduate Curricula in Educational Communication and Technology: A Descriptive Directory, edited by Emily K. Johnson (Association for Educational Communications and Technology, 1025 Vermont Avenue, N.W., Suite 200,

Washington 20005; 413 pages; \$24 for APA members, \$30 for non-members, plus \$1 for shipping). Discusses early 20th-century and emerging institutions that have merged the use of educational technology in higher education.

Higher Education in Israel: A Guide for Overseas Students (Council for Higher Education in Israel, available from University Student Department/Association Zionsim Youth Foundation, 180 San Jose Street, Third Floor, New York 10022; 160 pages; \$3 paperback). Offers information on degree and non-degree programs of Israeli colleges and universities.

Learning Skills for College and Career, by L. A. Hestrich (Hestrich Publishing Company, 511 Forest Lodge Road, Pacific Grove, CA 93926; 304 pages; \$25 paperback). A guide for students.

Perspectives on Faculty Roles in Higher Education, edited by Lynda B. Welch (Praeger Publishers, Greenwood Publishing Group, 88 Post Road West, Westport, Conn. 06881; 148 pages; \$42.95 paperback). Includes essays on such topics as minority student retention, factors affecting tenure attainment for nursing-faculty members, and the roles of nursing-faculty members in higher education.

Directory of RN to BSN Programs 1992 (American Association of Colleges of Nursing/American Nurses Association, 525 North Dearborn Street, Chicago, Ill. 60610; 104 pages; \$17.95, plus \$3 for shipping). Includes state-by-state information on programs for registered nurses pursuing the bachelor's degree at 201 colleges and universities.

On Line

A team of four U.S. students will go for the gold this week at the 1992 International Olympiad in Informatics in Bonn.

The team includes Shweta Smith, a freshman at Rice University, and two seniors from high schools in North Carolina. It's the first team from the United States to compete in the annual computer-programming event, in which contestants from 50 countries will take part.

For the computer Olympics, each team member will try to solve two algorithmic problems on a personal computer. The individual scores will be combined for a team score. The first, second, and third-place teams will receive medals.

The U.S. team was organized by Don Piele, an associate professor of mathematics at the University of Wisconsin-Parkside. To locate students for the competition, he contacted high schools and colleges over the Internet, a network of computer networks.

In addition to the experience of competing, Mr. Piele says, the computer Olympics offers students from all over the world "a rare opportunity to meet and exchange ideas and perhaps e-mail addresses. It's the hopes of forming lasting friendships."

The National League for Nursing plans to establish an electronic data base with information about every accredited nursing school in the country.

The Nursing Information Exchange will be accessible by computer and modem over a toll-free telephone line to faculty members, students considering nursing as a career, and preclinical nurses seeking more education. The league expects the exchange to be operating by 1994.

Calvin Rubin, the league's president, says the exchange is a response in part to recommendations from the Commission on the National Nursing Shortage, which found that a lack of information about educational programs was contributing to the shortage of nurses. With the exchange, he says, information on these programs will be more accessible.

The Nursing Information Exchange will be supported by a \$1-million grant from the Helene Field Health Trust.

The Internet Society provided a status report on the global computer network last month at a conference in Kobe, Japan. The Internet Society was created 25 years after the Internet was created. It includes 7,500 separate networks. More than 4 million people have access to the Internet on a daily basis.

The Internet Society was established last year as a professional support group to help networks develop compatible technologies.

"It has simply transformed our lives,"

Information Technology

Vast Electronic Catalog Transforms Research on the 18th Century

Materials in data base range from weighty to whimsical

By Beverly T. Watkins

Curiosity is one of the permanent and certain characteristics of a vigorous mind.

—Samuel Johnson

RIVERSIDE, CAL. If SAMUEL JOHNSON, the 18th-century essayist and lexicographer, were alive today, he would be intrigued by the "Eighteenth-Century Short Title Catalogue." With that electronic bibliography at the University of California at Riverside, he could quickly satisfy his curiosity about hundreds of thousands of authors and works.

Dr. Johnson would be able to search a data base containing descriptions of almost all the materials printed in Great Britain and her colonies, as well as all materials in English printed anywhere in the world from 1701 to 1800. If he searched the catalog by author, using his own name, he would find out within five seconds that it has 366 records under "Johnson, Samuel."

Books, Manuscripts, and Ephemera

The short-title catalog, the largest such bibliographical collection anywhere, contains 315,000 machine-readable records for books, monographs, and ephemera. It includes the locations of all original and microform copies, so scholars will know where to find a work.

The materials range from the weighty to the whimsical. Scholars can find several editions of the Bible, Acts of Parliament, papers from sessions of the House of Commons, and sermons printed in Glasgow, as well as all known publications by established and obscure figures of the Age of Enlightenment.

Scholars can also find an admission ticket to a Mr. Huxley's funeral in Huxley in 1793, a bulletin about "a remarkable famous pig" from Middlesex, a "man of pleasure's" calendar listing the attributes of 75 London prostitutes, and a handbill published by a Dr. Case offering his services to "all ye that are of Venus race."

The "One of the Great Inventions"

The "Eighteenth-Century Short Title Catalogue" is available to scholars on the Research Libraries Information Network and on the British Library Automated Information Service, called BLAIS. Two microfiche editions have been issued—the most recent one in 1990. In March, the catalog was published for the first time on a CD-ROM.

Paul J. Korshin, a professor of English who specializes in 18th-century literature at the University of Pennsylvania, calls the electronic catalog "one of the great inventions of the 20th century."

"It has simply transformed our lives,"



PHOTOGRAPH BY HARRY F. RAY FOR THE CHRONICLE
Henry L. Snyder: "It was impossible to catalog by older methods. The project waited the computer." His data base contains 315,000 records.

Be AWARE of Pick-Pockets

In a Crowd, if you are jostled on one side look sharp on the other. Aft seize the Thief on the Pocket-Side, then the Jostler on the other, and carry them before a Magistrate to be examined; If the Offenders are not easily to be taken, call the Assistance of the People prefer to Rob the Thief.

He says, "We will never be the same. If you lost everything in a research file and you could remember just one thing—the author, title, subject—you could find out all the rest. You don't have to look at card catalogs. You can search a data base."

He adds, "With the rest, it is possible to find anything at all the time."

Stephen Weissman, the owner of Ximenes Rare Books in New York, is not quite an enthusiastic. He says he sometimes finds the information in the catalog incomplete and confusing.

Use by Antiquarian Bookellers

Mr. Weissman and other antiquarian booksellers use the data base to compare their 18th-century books with editions listed in the catalog. Finding out how many other editions still exist and their locations, he says, helps rare-book dealers to locate prospective buyers and to decide how much money to charge for books. "Sometimes, where there is more than one edition, the short-title catalog lumps them all together," he says.

Because the catalog relies on libraries for information, some records are out of date and others are missing entirely, Mr. Weissman says. "Some of the cataloging was done years ago, so it is not up to the most recent scholarship. A lot of important things are not in there yet, because libraries have not contributed them."

Says Mr. Weissman of the short-title Catalogue: "Continued on Following Page"

Data Base Transforms Research on the 18th Century

Continued From Preceding Page

collection, which he has used since 1983. "It's vastly imperfect, but it's better than before."

The Center for Bibliographic Studies and Research, which oversees the catalog project, is now adding materials that date to 1475, the year William Caxton introduced printing in Great Britain with movable type. By 1995, the center expects to have one gigantic bibliographical data base with

"The 18th-century on-line catalog was conceived as an extension of two widely used print volumes—the *Short-Title Catalogue* . . . 1475-1660, edited by A. W. Pollard and F. R. Redgrave, and the *Short-Title Catalogue* . . . 1641-1700, compiled by Donald Wing.

For years, scholars and librarians dreamed of a bibliographical catalog that would do for the 18th century what those earlier works had done for previous centuries, says Mr. Snyder. With the immense amount of material printed after 1700, however, a print catalog was out of the question.

"In the 18th century," Mr. Snyder says, "the number of books increased greatly with advances in printing and the end of state censorship. It was impossible to catalog by older methods. The project awaited the computer."

The project was initiated in 1976 at a conference sponsored by the British Library and the American Society for Eighteenth Century Studies. About 40 librarians, bibliographers, scholars, and computer experts gathered in London to discuss the feasibility of including all basepress printing in a single data base.

The Basis of the Film

The next year, the British Library began the pilot project that resulted in today's catalog. Combining their printed catalogs, librarians found close to 140,000 books published in the 18th century. They made a catalog card for each and sent the collection to a data-entry service, which put the information on a magnetic tape. The British Library put the tape on its mainframe computer.

The British Library worked on the catalog alone until 1979, when the United States joined the effort.

The British Library photocopied the original cards for a North American catalog. "Those cards are still the basis of the manual file in our office," says Laura Stulker, the Riverside center's assistant director for bibliographical projects.

Adding to the electronic catalog on this side of the Atlantic required a substantial public-relations effort, says Mr. Snyder, an authority on 18th-century English history and the project's North American director. "We had to persuade librarians to give us a report on their holdings at their expense," he says. "The first year I spent a lot of time on the road giving pep talks. Everyone said, 'We can't possibly do this unless you pay us.'"

Eventually, Mr. Snyder says, a few libraries made contributions. "Then those libraries put peer pressure on others. Now, we have

contributions from more than 1,000 libraries."

Today the 18th-century catalog is a joint venture of the British Library, the American Antiquarian Society, and the University of California campus here. These organizations contribute records to one data base, which is maintained by the Research Libraries Group, a consortium of 120 academic and public libraries that is located in Mountain View, Cal.

Searching for Materials

Records are added to the data base 24 hours a day. "When the British Library is sleeping, we are cataloging," Ms. Stulker says. "When we are sleeping, they are cataloging. When I get up, I can see the new stuff."

Over the years, the British Library has invested about \$4.8 million in the catalog project. Several American organizations, including the National Endowment for the

Humanities, have provided close to \$4 million.

Mr. Snyder has spent much of the last dozen years searching for materials for the catalog. In addition to the world's famous libraries, he has visited remote collections in Ireland, exiled aristocrats' estates throughout Europe, major universities and museums, and public-records offices. Most searches have yielded new, previously unknown or unrecorded materials.

A canvass of the Oxford University libraries located 100,000 times published in the 18th century. A parish hall in Northern Ireland yielded 12,000 books, and an unrecorded English novel found up in Estonia. A search of the stacks of shelves in London's Public Records Office unearthed 15,000 relevant items—two-thirds of them unrecorded.

"It's not all the great libraries that have all the big titles," Mr.

Information Technology

Snyder says. "You can't believe the stuff that is lurking in the nooks and crannies. Little by little, we're finding it."

He adds: "After all these years, one-third of the 18th-century collections is still represented by just one copy."

Low-Tech Procedure

Although the electronic catalog depends on cutting-edge technology, much of the procedure for creating it is low tech.

Every year, libraries send hundreds of thousands of duplicate catalog cards and photocopied title pages to the bibliographical center. The materials are sorted by the first letter of the title and filed alphabetically in a folder. A "matcher" checks the data base to see if the

title is recorded. If it is not, the title goes to a cataloger, who adds it to the collection.

"When the project began, about 60 per cent of the materials we received were in the data base," Mr. Snyder says. "Now we already have 80 to 90 per cent."

The electronic catalog has had a substantial impact on 18th-century research.

"The 18th century has opened up the canon at a time when the canon is being defended and ridiculed," says John Muihoney, a professor of English at Boston College.

"I have developed a great interest in 18th-century women writers, and I have a desire to widen my net to include more women writers in my courses," he says. "With the ESTC, I can see 18th-century women

in their context and understand what they have written."

David Vander Meulen, an associate professor of English at the University of Virginia, says he makes discoveries in the catalog.

"One day, I came across the words 'rock salt' in a 1701 title. I did a search to see how many times 'rock salt' appeared," he says. "I found six titles, and discovered that I call the Great Rock Salt Controversy, which was a dispute over import taxes of some kind."

Mr. Vander Meulen says, "There is no other way to find things like this."

In addition to the works of major authors, the electronic catalog includes posters, like this one for a benefit circus performance.

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Research Council Faults Computer-Science Programs

SNOWBIRD, UTAH—Computer-science departments must revamp their undergraduate curricula to produce better-qualified computer scientists for academia and industry, says a report released here last week by the National Research Council.

The report, "Computing the Future: A Broader Agenda for Computer Science and Engineering," criticizes the nation's 1,000-plus computer-science departments for a narrow perspective, disjointed programs, and, in some cases, outdated equipment. The report also accuses the departments for not offering general education for undergraduates who are not computing majors and for virtually ignoring the need for continuing education.

Academe believes that computer-science education should teach fundamental principles as a foundation, the report says, while industry believes colleges and universities should produce graduates with good communication and team skills who can apply the fundamentals to product development. The result, says the report, is an incoherent curriculum.

'An Enormous Impact'

"Some undergraduate programs concentrate on the intellectual framework needed to cope with rapid change and pay less attention to practical skills," the report says. "Some programs concentrate on practical skills but include enough fundamentals that the student is well prepared for the future."

"Still others have not changed their curricula for over 10 years and consequently produce students who are already behind the times when they graduate," the report says.

"The principles, viewpoint, skills, and techniques that are taught to undergraduate majors have an enormous impact on how they later practice computing, affecting programming, software engineering, and the transfer of academic research in industry," the report adds.

"The quality of undergraduate computer science and engineering is inextricably tied to the state of computing practice."

report adds. "The quality of undergraduate computer science and engineering is inextricably tied to the state of computing practice in all sectors of society."

"Computing the Future" was prepared by the National Research Council's Committee to Assess the Scope and Direction of Computer Science and Technology. It was based on interviews conducted in 1990 and 1991 with representatives from higher education, government, and the computer industry.

The chairman of the committee, Juria Hartman, a professor of

computer science at Cornell University, presented findings from the report at a conference held here by the Computing Research Association. The meeting was attended by the chairmen of computer-science departments at research universities.

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The chairman of the committee, Juria Hartman, a professor of

The Learning Society: Smart Lines: A Conversation with Diane Ravitch (Part II)

By Leonard R. Gifford, Ph.D.
Apple Computer, Inc.



After two decades in education, I'm a pro at acronyms. Give me a series of initial caps, and I'll recite off fundable acronyms with the best of 'em. Right now I'm involved in Project WATCH: Write A Technology Curriculum Habitually.

But even I was awestruck by the name of the project that my old friend Diane Ravitch described to me when I interviewed her recently in her capacity as assistant secretary of education. It's called SMARTLINE, and it stands for Sources of Materials And Research about Teaching and Learning for Improving Multicultural Education.

SMARTLINE is a proposed electronic network that would give educators and consumers easy access to a wide range of on-line information about improving teaching and learning. The plan has been advanced by the Federal Office of Educational Research and Improvement, which Diane heads, and reflects her long-standing commitment to linking research and practice. I asked her to tell me about the plan.

DR: We want to provide an information highway that is accessible to every school and to anyone who has a modem. SMARTLINE will bring into everyone's reach anything they ever wanted to know about teaching and learning, so that parents—as well as students, teachers, principals, and researchers—can ask for information and get it.

BG: What has the response been?

DR: People are very excited about SMARTLINE, because we can promise that it will open the door to all kinds of communication: to conferences for teachers, conferences for researchers, conferences for urban superintendents, and so on.

At the same time, people are starting to offer ideas for databases that we can put together. For example, we can create a database of federal RFPs, so that at any moment a school superintendent, a principal, or a teacher can turn to SMARTLINE to find out what grants are available right now for their districts or schools. That in itself would be a tremendous service, because most people have a hard time getting this information.

So when I go out and talk about SMARTLINE, people get very excited about it. In fact, their second question is: "When will you have it?" But we need congressional appropriations to make it happen. On one hand, we run into tremendous enthusiasm, but on the other hand, we hear: "We can't do this, because not everyone can afford a modem and not everyone has a computer."

BG: So the issue of equity becomes a harder. But of course, we can talk about technology in the schools without acknowledging inequities.

DR: Of course. Right now, rich districts are getting on-line computer systems, putting in fiber-optic cables, and connecting to systems run by the district, the city, or, in some cases, even the state. What we have now is a system that's growing up with tremendous inequities.

BG: But you're saying that we won't remedy inequities by blocking progress.

DR: That's right. I think the national highway system is a good metaphor. The state of educational technology now is something like the state of that highway before there was a national highway system. Some districts have paved roads and other districts have dirt roads and others have no roads at all. And so you have people saying, "Well, not everyone has a car, so why build a national highway system?"

We're hearing arguments today that would be similar to those made by somebody in 1910: "Well, we know that we can invent an automobile, but it really wouldn't be fair because most people can't afford an automobile."

In my view, you can stop technology—it just moves forward whether you like it or not. The issue is not whether you should make it happen, because it will happen anyway. The issue is how you design technology and how you shape it so that there is equity and there is a good system to which people have access.

BG: And that's your hope for SMARTLINE.

DR: People will have access to SMARTLINE. In one recent congressional hearing, someone said: "In New York City we can't afford computers. We don't need a system like this." Well, someone on my staff called and found out that the public schools in New York City own 40,000 computers. You'd be amazed how many times I've been told by members of Congress or by other people that our schools don't have computers—it isn't true. Or they say that our schools don't have modems. I say, if you need information and the only thing that's standing in your way is spending \$50 for a modem, that's not a very high barrier.

BG: So you're confident that SMARTLINE will happen.

DR: I think all of this is going to happen—information networks, distance learning, and interactive hypermedia. It's inevitable. And with the increasing availability of computers, change will not take as long as it has in the past. After all, ten years ago the technology that we have today was unimaginable. I've reproduced just a portion of my conversation with Diane, but I hope you've caught the drift. Diane, to think of it, that's not a bad acronym. Project DRIFT: Diane Ravitch Interview—Fizzling Tardities. Wonder if anyone will fund it.

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—SEVERLY T. WATKINS

Ways & Means

Despite all the rhetoric about supporting education this election year, lawmakers are expected to propose a \$100 decrease in the maximum Pell Grant.

That is the scuttlery among higher-education lobbyists who have been snooping for the details of an education appropriations bill that a House subcommittee approved this month behind closed doors. The bill is expected to be made public this week, when the full Appropriations Committee considers it.

Lawmakers had warned that it would be difficult for them to maintain the current maximum of \$2,400 under constraints imposed by a 1990 budget agreement between Congress and the White House.

Their efforts were also hampered by the Education Department's request for \$1.5 billion to pay for Pell Grant shortages from the 1991 and 1992 fiscal years.

The proposal to reduce the Pell Grant to \$2,300 for the 1993-94 academic year would take it back to the amount that was available in the 1990-91 academic year. The Senate has not yet developed its version of the appropriations bill.

Just weeks after a U.S. Supreme Court decision that some education fees would lead to threats to public black colleges, a Mississippi legislator has suggested that the state close "unproductive" colleges, citing historically black Mississippi Valley State University.

State Sen. Jim Bean, during a meeting of the Universities and Colleges Committee of the state Senate, said the college turns out too few graduates to justify its \$15-million annual cost.

"If one university can produce a bachelor's degree for a certain amount, and another is three or four times that amount, then it seems something is wrong," he said in an interview.

But Roy C. Hudson, vice-president for administration at Mississippi Valley, said the college's 1991-92 state appropriation, at \$7.09-million, represented 3 per cent of the state's higher-education spending.

"It's preposterous to try to attribute the state's financial problems to the Valley," Mr. Hudson said. "I can't see anything but a deliberate attempt to discredit this institution."

The Supreme Court, in sending the Mississippi case back to federal district court, cited several areas for review, including whether the state should merge or close some of its eight universities.

Mr. Bean contends that if Mississippi Valley is closed, its 2,000 students probably will go to college elsewhere—a suggestion that many supporters of Mississippi Valley say is not correct.

"But if the end result was that some 2,000 students were denied higher education, then I would not support it," Mr. Bean said.

Government & Politics

Democratic Platform Ignores Grants for College Students

But, in accepting nomination, Clinton calls on nation to throw open college doors

By Goldie Blumenstyk

THE PLATFORM adopted here last week by the Democratic National Convention addresses many higher-education issues, with one notable exception: grants for college students.

At previous Democratic conventions, the platform, notably that of 1984, specifically pledged to support more grants for needy students and fellowships for scientists.

Authors of the 1992 platform and some of the politicians who endorsed it here said the omission did not mean the Democratic Party was backing off its support for such spending as it moved to project a more centrist image to attract middle-class voters.

Focus on New Ideas

They said they wanted the platform to feature new ideas, like Bill Clinton's proposal to allow all students to borrow money for college and then repay it either as a

percentage of their income or through national service. Congress has unapproved loans for all students as part of the reauthorization of the Higher Education Act, but it rejected proposals to replace the current loan programs with either income-contingent or national-service programs.

"It's not specific, because you can't get specific on all subjects," said Gov. Roy Romer of Colorado, who co-chaired the committee that wrote the platform. He noted that the platform's sections on defense restructuring, employee education, and its call for new apprenticeship programs reflected continued interest in postsecondary education. "I think it's fairly strong on education," Governor Romer said.

Education lobbyists said they had been assured by the Clinton campaign that, as President, their candidate would strongly back Pell Grants and other forms of student aid, just as he had backed state programs as Governor of Arkansas. "I sat on the drafting committee. We discussed it a

lot," said Rachelle Horowitz, political director of the American Federation of Teachers and a delegate.

She said that Clinton campaign aides wanted to highlight the national-service loan program because it was new and "clearly something that was reemerging there" on the campaign trail.

"You Must Do Your Part"

In his acceptance speech, Mr. Clinton pushed the idea. In his prepared remarks, he called for "on America in which the doors of college are thrown open once again to the sons and daughters of teachers and schoolworkers. We'll say: Everybody can borrow the money to go to college. But you must do your part. You must pay it back—from your paycheck or, better yet, by going back home and serving your communities."

Not everyone was pleased with the grant omission, or satisfied that the loan pro-

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Education-Related Planks In the Democratic Party's 1992 Platform

Education: A competitive American economy requires the global market's best educated, best trained, most flexible work force. It's not enough to spend more on our schools; we must insist on results. We oppose the Bush Administration's efforts to bankrupt the public school system—the bedrock of democracy—through private school vouchers.

To help children reach school ready to learn, we will expand child health and nutrition programs and extend Head Start to all eligible children, and guarantee all children access to quality, affordable child care. We deplore the savage inequalities among public schools across the land, and believe every child deserves an equal chance to a world-class education.

We support education reforms such as site-based decision-making and public school choice, with strong protections against discrimination. We support the goal of a 90-per-cent graduation rate, and programs to end dropouts. We will invest in educational technology, and establish world-class standards in math, science, and other core subjects, and support effective tests of progress to meet them.

In areas where there are no registered apprenticeship programs, we will adopt

a national apprenticeship-style program to ease the transition from school to work for non-college bound students so they can acquire skills that lead to high-wage jobs.

In the new economy, opportunity will depend on lifelong learning. We will support the goal of literacy for all Americans. We will ask firms to invest in the training of all workers, not just corporate management.

Student aid. Over the past 12 years, skyrocketing costs and declining middle-class incomes have placed higher education out of reach for millions of Americans.

It is time to revolutionize the way student-loan programs are run. We will make college affordable to all students who are qualified to attend, regardless of family income.

A Domestic or Bill will enable all Americans to borrow money for college, so long as they are willing to pay it back as a percentage of their income over time or through national service addressing unmet community needs.

Research and development. We will rebuild America by investing more in transportation, environmental tech-

nologies, defense conversion, and a national information network.

To begin making our economy grow, the President and Congress should agree that savings from defense must be reinvested productively at home, including research, education and training, and other productive investments. This will sharply increase the merger 9 per cent of the national budget now devoted to the future.

We will take back the advantage now ceded to Japan and Germany, which invest in new technologies at higher rates than the U.S. and have the growth to show for it. We will make the R&D tax credit permanent, double basic research in the key technologies for our future, and create a civilian research agency.

Defense restructuring. Departing military personnel, defense workers, and defense support personnel will have access to job retraining, continuing education, placement and relocation assistance, early retirement benefits for military personnel, and incentives to enter teaching, law enforcement, and other vital civilian fields. Redirected national laboratories and a new civilian research agency will

put defense scientists, engineers, and technicians to work at critical civilian technologies.

Space. We will strongly support our civilian space program, particularly environmental missions.

Civil rights. We support affirmative action, stronger protection of voting rights for racial and ethnic minorities, including language access to voting, and continued resistance to discriminatory English-only pressure groups.

We will reverse the Bush Administration's assault on civil rights enforcement, and instead work to rebuild and vigorously use machinery for civil rights enforcement; aggressively prosecute hate crimes; strengthen legal services for the poor; protect against xenophobia for our citizens; provide civil rights protections for gay men and lesbians and an end to Defense Department discrimination.

Arts. We believe in public support for the arts, including a National Endowment for the Arts that is free from political manipulation and firmly rooted in the First Amendment's freedom of expression guarantee.

Convention Notebook

Leaders of the College Democrats of America say students have a lot to be excited about with a Presidential ticket of Bill Clinton and Al Gore.

The organization, which has 50,000 members on 450 campuses, is planning a Victory Vote campaign for the fall that will focus on issues, voter registration, and getting out the vote. About 300 students attended the convention as aides and also participated in several seminars on campaign tactics.

Jamie Harmon, president of the group and a junior on leave from Harvard University, said he thought students would be especially attracted to the ticket because the candidates are identified with such issues as the environment, abortion rights, and making student loans more widely available.

Mr. Harmon added that a ticket headed by two baby boomers would have "generational" appeal.

Not all of the 40 or so delegates identified as students were going for Bill Clinton. Holly Ramsey and Trace Trykko, delegates from Florida and students at the University of Central Florida, said they were much more impressed with Paul Tsongas, the former U.S. Senator from Massachusetts who dropped out of the race. The two met Mr. Tsongas when he came to their campus during a state Democratic convention, later campaigned for him, and then were elected Tsongas delegates.

"I liked the way he tied economic issues



Holly Ramsey, the Florida student who introduced Paul Tsongas to the convention.

into education," said Ms. Ramsey, a sophomore majoring in political science. Ms. Ramsey introduced Mr. Tsongas to the convention as "the candidate who lit the fire for me and thousands of people like me."

Mr. Trykko, a junior majoring in radio and television, said the Arkansas Governor seemed to have "more glitz" than substance. While he said "Bill Clinton and Al Gore are a far superior ticket to George Bush and Dan Quayle," Mr. Trykko said the challenge for the candidates would be to keep away from such unimportant issues as Willie Horton and flag burning.

"To students, it's the three E's: the economy, education, and the environment," said Mr. Trykko. "If you speak in issues, not just young people but all people will tune in."

In his emotional address to the convention last week, the Rev. Jesse Jackson, predictably, took plenty of shots at the Bush Administration. But he also criticized an unlikely target: the National Collegiate Athletic Association.

Mr. Jackson's dart came as he told a story about an athlete he said he had encountered recently at a South Carolina college. The athlete, he said, was accompanied by his sister, who was a dwarf. The athlete, according to Mr. Jackson,

had told recruiters he would only attend a college that gave a scholarship to his sister as well as to him. But the NCAA, according to Mr. Jackson, said colleges could not give scholarships to both. As a result, he suggested, the athlete passed up a shot at big-time sports glory to stay near his sister at a smaller college.

A spokesman for the NCAA, Jim Marchionni, denied Mr. Jackson's story as fictional.

"With all due respect to Mr. Jackson," Mr. Marchionni said, "the NCAA does not discriminate to whom they can and cannot give financial aid." Any NCAA college, he said, could have given the athlete's sister an academic scholarship or need-based assistance.

Mr. Jackson's spokesman said he could not identify the college or the athlete cited by Mr. Jackson.

Journalists outnumbered the delegates here by about three to one, so it was probably appropriate that some of the college students seeking a true "convention experience" were working as reporters.

Among them were eight students of the Columbia University Graduate School of Journalism, working out of a makeshift newsroom in a borrowed town house for newspapers around the country.

"We really felt like this was an event we couldn't miss," said Lauren Coleman-Lichter, who with classmate David Hochman contacted the newspapers that would use their convention dispatches. The students covered stories about

women's issues, how the Democratic Party was trying to attract young voters, and the experience of delegates from their parents' home states. Jeffrey Zuck, assigned to a California newspaper, followed one of the few suspenseful stories of the convention—whether and when Jerry Brown would be allowed to address the delegates.

While the delegates were celebrating their party and their ticket, a historian from Yale University, Steven M. Gillon, was offering a few thoughts about the Democratic Party's past electoral failures.



Mr. Gillon is the author of *The Democrats' Dilemma: Walter Mondale and the Liberal Legacy*. The book, published by Columbia University Press and featured at the convention headquarters of the Democratic National Committee, focuses on Mr. Mondale as "a prism for understanding the travail of the modern Democratic party."

With access to Mr. Mondale's papers and cooperation from several of his key advisers, Mr. Gillon said he had traced Mr. Mondale's career from 1964, when he arrived in Washington to replace Hubert H. Humphrey in the Senate, to 1984, when he was "repudiated in a massive conservative landslide."

"In a political sense, it's a story of decline," said Mr. Gillon, an associate professor of history.

The book also highlights several dilemmas that Mr. Gillon said the party would have to resolve to regain success. Among them: finding a way to build multiracial support without alienating white suburban voters, and finding a way to attract corporate and middle-class support while still "representing the interests of people who are poor and left out of the system."

Mr. Mondale, who attended the reception, said he found the book tough but fair. "We know progressive Democrats have had a tough time with their message," he said.

Bill Clinton has attracted considerable support from unions, including the Nation-



Walter Mondale talks with Steven M. Gillon.

al Education Association and the American Federation of Teachers (AFT-CIO), which together represent about 162,000 college faculty members. More than 371 of the convention delegates were NEA members, while an additional 100 or so were members of the AFT.

Another union backing Mr. Clinton was the Service Employees International Union, with 36 delegates. The union represents about 25,000 faculty members, including the California Faculty Association, and 20,000 to 30,000 people employed in clerical or support positions on public and private campuses throughout the country.

Martin Block, assistant dean of the School of Education at San Diego State University and an SEIU member, said one of the reasons he was backing Mr. Clinton was that he believed a Clinton Administration

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Poor Management of Supercollider Could Cost Millions, Auditors Warn

By KIM A. McDONALD

WASHINGTON
An audit of the Superconducting Supercollider by the Department of Energy has concluded that the agency's construction of the particle accelerator has been hampered by poor management that, if uncorrected, could lead to hundreds of millions of dollars in cost overruns. A 38-page report of the audit, released last week by department Inspector General John C. Layton, came at a particularly inopportune time for proponents of the \$8.25-billion scientific project.

Last month the House of Representatives voted to terminate construction of the controversial project

near Dallas. Within the next few weeks, the Senate is expected to decide whether to follow suit and end the government's \$1-billion investment in the project.

"Documented Proof"

Rep. Sherwood L. Boehlert, a New York Republican who is a critic of the supercollider, predicted the report would help to kill the project in the Senate.

"A year ago, 37 Senators voted against the project when we only had fears there were problems," he said. "Now we have documented proof."

Proponents disagreed, noting that the problems identified by the

report had already been corrected by managers at the SSC Laboratory.

"The report says nothing new, nothing that hasn't been responded to by the management of the laboratory," said John H. Marburger, III, president of the State University of New York at Stony Brook and chairman of the board of Universities Research Association, a consortium of 79 universities that is managing the project. "I certainly don't see any cause for alarm. In a project of this size and complexity, I think these are minor issues."

The audit covered the period from September 1989 to December 1991, a period when Energy Department officials publicly ac-

knowledgeed problems with the project's construction and the potential for cost overruns—both of which, they say, have since been dealt with.

Mr. Layton emphasized in his report that auditors had found that the tasks at the supercollider were "generally being accomplished in a professional manner and the quality of construction is good."

Nevertheless, his main conclusions appear to bolster the arguments of Mr. Boehlert and other critics, who have contended that the project will cost far more than the \$8.25-billion promised and is being managed poorly by the Universities Research Association,

which oversees the project's main subcontractor, Parsons Brinckerhoff / Morrison Knudsen, or PB/MK.

According to the audit, the cost of designing three of the main buildings at the supercollider laboratory was nearly twice as high as estimated. The design of one of those facilities, the magnet development laboratory, initially cost \$700,000, ended up costing \$1.7-million, the report says. The audit also found that the \$28.8-million in program management were not included in the project's estimate had been charged by the government.

The report blamed the cost overruns on "the lack of strong program management at the SSC Laboratory," which resulted in numerous design changes, management annual work plans, excessive program management and administration

"I certainly don't see any cause for alarm. In a project of this size and complexity, I think these are minor issues."

tive costs, and a cost-type subcontract which provides little incentive to keep costs down."

"These problems have been aggravated by a less than harmonious relationship that has developed between the SSC Laboratory and PB/MK—a relationship that is blocking progress in getting costs under control," the report said. "If these conditions are not corrected," it noted, the \$127-million estimate for the design and engineering of the laboratory's buildings "could be overrun by at least \$264-million."

Mr. Boehlert said the report "confirms our worst suspicions. The management hasn't had the project under control and costs are climbing."

Officials of the Department of Energy, who learned of the report's conclusions last December and began correcting the problems then, assured lawmakers that they hadn't happened and that the project's overall cost would not rise.

In a letter sent last week to Sen. J. Bennett Johnston, the Louisiana Democrat who chairs the Senate Appropriations subcommittee on Energy, Energy Secretary James D. Watkins wrote that agency officials were "in complete agreement with the recommendations and have taken corrective actions."

Because of those actions, he added, "our preliminary estimates indicate that the cost increase will not exceed \$50-million."

Mr. Watkins said that increase was expected to be offset by the savings obtained from contracts for the construction of the supercollider's tunnels and shafts that are coming in below estimates.

Edward J. Siskin, general manager of the SSC Laboratory, said a total of \$46-million had already been saved from four contracts to construct 28 per cent of the supercollider's 34-mile-long tunnel.

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THE CHRONICLE OF HIGHER EDUCATION

Section 2

July 22, 1992

Anthropology's Lessons for Cultural Diversity

The discipline can help to redefine current debates

By Annette B. Weiner

THE ACRIMONY generated by the current debates over multiculturalism has created extreme positions in academe. At one extreme is the view that we should teach only the history and values of Western civilization; at the other is the notion that we should focus chiefly on the origins and histories of particular ethnic groups. Those who refuse to subscribe to either position seem strangely paralyzed and silent. It is imperative that we find intellectual models that support cultural diversity without erecting brittle fences that discourage understanding and tolerance and that breed racism.

The discipline of anthropology has much to offer to this discussion, having emerged at the turn of the century in the midst of similar and even more virulent racist struggles, in which a majority of white, Anglo-Saxon Americans maintained that race determined a person's intellect, physical characteristics, and behavior. It was Franz Boas, the founder of American anthropology, who articulated the challenge of understanding cultural diversity with his radical, new definition of culture—which sought to demonstrate that no national or racial group was superior to any other.

Yet anthropology's insights into studying and representing multiple cultural identities, without intensifying national and partisan views, are ignored by most participants in today's debates. As the multicultural controversy has gained increasing public attention, anthropologists have remained silent—perhaps discouraged by the simplistic assumptions about cultural identity promulgated by those on the right and the far left.

In the 19th century, "culture" was commonly defined by scholars who studied evolution, such as Herbert Spencer, Lewis Henry Morgan, and Edward B. Tylor, as a synonym for Western civilization. Their framework for conceptualizing human differences was an evolutionary one, in which they assumed that all humanity must pass through developmental stages—beginning with "savagery," progressing to the more advanced level of "barbarism," and culminating in contemporary Western "civilization." One of Boas's goals was to disprove, through empirical research, the racism inherent in this conception. He sought to demonstrate that cultures are too complex to be placed on a single, one-dimensional evolutionary scale.

First he established that "race" does not determine behavior; then he showed that cultural and biological contacts between groups discredit any notion of either a

"pure" race or a pristine culture. In the process, Boas gave the study of culture a radical new meaning—the holistic, historical study of multiple cultures, without imposing a value structure that saw Western cultures as the ultimate goal. This perspective is still the basis of our understanding of

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Anthropology's Lessons for the Debates on Cultural Diversity

Continued From Preceding Page

Boss's work was not simply academic; it brought him into direct confrontation with the then-dominant nature-nurture controversies, some of which provided supposedly "scientific" validation of the racial attitudes and practices of the time. In the United States, with the influx of millions of immigrants from Southern and Eastern Europe and an expanding African-American population in urban areas, widespread political support existed for the idea that most human behavioral differences were rooted in biological or racial inheritances.

The Ku Klux Klan had more than four million members, many from upper-middle-class families. President Theodore Roosevelt warned "native Americans" (and he did not mean Native American Indians) that they must have more children

to combat the disintegration of American racial purity, which he thought would threaten the American way of life. So pervasive were fears about racial purity that in 1920, a distinguished assembly of physicians and surgeons meeting in Atlantic City voted to establish an international registry of perfect human beings.

BY FAR the strongest of these political forces was the Eugenic Movement, led by Charles Davenport, whose goal was to eradicate negative hereditary characteristics, such as "feeble-mindedness," prostitution, and criminality in America's white Anglo-Saxon and African-American populations. Davenport advocated state-enforced sterilization as a way to build up "good stock" and discourage "bad stock" from reproducing. To further protect America's racial purity from the rising numbers of Eastern and Southern European migrants to the United

States, Davenport organized a powerful lobby to help smooth the passage of the Immigration Act of 1924, one of the most restrictive and discriminatory immigration statutes ever enacted in this country.

Against this background, Boss argued that race was a pernicious and inaccurate way to describe differences among cultural groups. Drawing on the results of his early research on Southern European immigrants and their children in New York City, as well as on his later study of children's growth and development in New York's Hebrew Orphan Asylum, Boss showed how social and cultural environments influenced people's physical and mental characteristics.

Boss also combated popular beliefs about the innate inferiority of African Americans. Using the powerful tools of scientific knowledge and the prestige that science carried, he contended that blacks in the United States have the same intellectual potential as whites. He further contended that anthropological studies of African Americans must place them within their larger social and cultural environments and recognize their individual histories.

In his ethnographic and linguistic research with American Indian groups on the Northwest coast, Boss found evidence of complex histories that demonstrated frequent borrowing of cultural practices by neighboring groups. These data demonstrated how two different Indian groups assimilated certain of each other's beliefs,



"The challenge remains to foster multiple ways of understanding cultural differences."

technologies, possessions, and even language, yet still retained their own individual cultural identities. Boss insisted that both the plasticity and persistence of cultural traits had to be accounted for in cultural studies.

As potentially profound as these observations were, Boss's battle to end ethnocentrism and foster respect for cultural diversity was fought with difficulty. In the aftermath of World War I, the United States was faced with an economic depression and high inflation that exacerbated deep-seated fears that minority populations—ranging from Italian, German, and Polish immigrants to native-born African Americans—would undermine America's cultural identity.

The fear that ethnic minorities would subvert "American" values and institutions helped to mobilize large segments of the population into nativist, Anglo-Protestant movements. This crusade to produce more "100 per cent American" was launched across the country in schools,

churches, and government agencies. Its message spread widely as interactive educational campaigns by teachers and social workers forced immigrants to renounce their own "strange" customs and languages and to accede to "Americanization."

American history was reconstructed with the publication of unprecedented numbers of biographies of cowboys and pioneers—America's "new legends." Radio sermons and town meetings became opportunities for people to enunciate the virtues and power to posit as the American "civil religion," with the American flag as the sacred symbol of allegiance. Difference, it seemed, should—and could—be made to disappear.

IRONICALLY, Boss's insistence on the human capacity to adapt, rather than people's cultural values and traditions—an important premise in his battle against racism—was turned against these capacities of ethnic and racial pluralists. Public schooling, for example, was used to enforce assimilation of ethnic minorities into the dominant American culture. The most extreme case was that of Native Americans who, forcibly removed from their parents' homes to government boarding schools, were schooled only in English and punished for speaking their own languages.

Such practices flew in the face of Boss's insistence that people's traditional beliefs and customs must be respected and that, even if they adopt some "American" customs, people still strongly honor their own cultural identities. Even today, many scholars, social workers, and politicians continue to misunderstand this critical and far individual to maintain multiple cultural identities.

In essence, the earlier nativist movements that produced the policies of Americanization combined with us in the fear expressed by the political right over America's loss of a mythical single cultural identity. But, in practice, the political right is joined by those on the far left, who ironically are building social models as intolerant as the dominant American political tradition that they oppose. The nativist African views of some academics today take us back to those 19th-century, one-directional models of evolutionary development that saw all culture evolving out of the Nile Valley; such models close off the possibility of building a multicultural society.

Today, the political implications of these intolerant attitudes go beyond the curriculum and the classroom as we see tensions among local, ethnic, and regional groups reaching global proportions. To educate young people for today's world, what is a multicultural perspective—what it means to be black in the United States, for example, must be understood in the context of what it means to be black in West Africa, the Caribbean, and the South Pacific.

It is time for anthropologists to help other scholars redefine multiculturalism as the movement that finally takes us beyond ethnocentrism and fear that so deeply shaped the history of this country. The challenge remains—as it was in the 19th century—to foster multiple ways of understanding cultural differences, thus creating a more equitable society without feeding the forces of racism and ethnocentrism once again.

Annette B. Weiner is president of the American Anthropological Association and dean of the Graduate School of Arts and Sciences of New York University.

OPINION

OPINION

LETTERS TO THE EDITOR

Debating the 'Myth' of Standard English

To the Editor:

Dennis Baron's article "Why Do Academics Continue to Insist on 'Proper' English?" (Opinion, July 11) maintains that "Upon closer examination, the 'myth' of standard English is a myth, and the 'myth-taken' for the following reasons:

1. Extending equality of acceptance to diversity of class, gender, age, and ethnicity should not automatically lead to acceptance of diversity of language for all occasions. Professor Baron fails to consider the propriety of various levels of usage in different situations. Profanity and obscenity are acceptable in a burlesque or in a dialectical exchange between a baseball player and an umpire, but not in a church sermon. Analogously, "they was" may be "standard English" in a colloquial setting, but not in a context where "proper" English is expected—as in expository college essays. Obviously, standards should vary with the situation. Professor Baron, perhaps unintentionally, admits when he writes that "language generally conforms itself to situation."

2. The extension of some "rights" to students does not mean the extension of all rights—including "language rights." Their "right" to use "they was" stops where my correction begins.

3. The attempt to extinguish solutions does not automatically lead to inhibiting creativity—nor does the tolerance of language diversity necessarily produce student brilliance of thought. I trust Mark Twain's misgivings about standardizing his genius, but his advice probably is not a panacea.

4. I do not know of any teachers who consider "subject-verb discord" "unpolitical," nor do I consider standardizing by its very nature a cause for radical minority, but it is a nuisance.

And finally, if Professor Baron is in search of language diversity, why not advocate a program of "proper" English?

MILTON HARRIMAN
Professor of English
Dean of School of Arts and Sciences
American International College
Springfield, Mass.

To the Editor:

As Dennis Baron, I two am misled by all the insistence on proper English. If the other person no's what you mean who care if a few words are misspelled. "Punishments are random, that our different dialects, accents, and regionalisms are rich and valid parts of culture and identity."

Still, we live in a world where people place value judgments on numbers of speech. We are pigeonholed as urban or rural, black or white,

To the Editor:

I suppose it had to happen! Dennis Baron appears as the advocate for diversity in English and asks why academics insist on "proper" English when we all know that language is constantly changing and change is always for the better.

The example that Baron cites—the use of "they was," is certainly a valid one, what he ignores is the serious decline in student ability to use the English language for his intended purposes, namely clear and accurate communication. Words, like whistles, are becoming extinct and we are all the poorer for it. Let me cite just a few of the more common errors of

my students, drawn from the top 10 percent of high-school students. Disinterested has given way to uninterested; rampant and rampant have been collapsed into a single meaning, thus losing a subtle but important distinction between wild and parts. The past tense of the verb, to lead, is now lead, which often creates considerable confusion. The distinction between it and its has been lost in written discourse. The phrase "fermenting rebellion" has recently turned up in a book I reviewed.

I can only speak for myself, but these are errors that are intolerable if we are to preserve the ability to communicate with any degree of precision and accuracy. If we do not police the language, no one will, and, as George Orwell pointed out to a generation ago, debased language tends to debauch and manipulative politics. Only if we academics accept our responsibility by grading our own students' papers carefully will scholarship, as it has been known for the past 2000 years, survive. If I may paraphrase the delightfully meaningless metaphor in your Marginalia column of the July 1 issue, only when we do our duty will the American remain an ensnared in the rising sea of illiteracy.

1. PRANCE WILLIAMS
Professor of the History of Science
Cornell University
Ithaca, N.Y.

To the Editor:

As a folklorist who teaches composition, I have often struggled with the dilemma addressed by Dennis Baron. I believe the terms "gait" and "tail" English are based on ill-founded snobbery. I am distressed by students who won't speak up in class, for fear of dropping an ending or using a double negative. To me, it is a double negative, not only in each sentence, but our different dialects, accents, and regionalisms are rich and valid parts of culture and identity.

To illustrate the cultural biases present even in the most progressive groups, I present my choice with essays using various kinds of dialect and slang and ask them to make sup-

positions about the writers. One using words like "groovy" and "moody" is easily dated, and the students describe the supposed author down to love heads and sandals; another uses "ain't got no" and double negatives; and a third uses black urban slang. While the major focus in my class is on clarity and logical exposition rather than mechanics, my students agree that these kinds of non-standard uses of language are distracting and ineffective.

I am not suggesting that we all should speak with the studied Midwestern accent and textbook grammar of Dan Rather. Still, as a linguist, I think that the dialect seems to vary from one train station to the next, each region considers its

own preceptions about language. Even in Italy, where the dialect seems to vary from one train station to the next, each region considers its own preceptions about language. Even in Italy, where the dialect seems to vary from one train station to the next, each region considers its own preceptions about language.

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Yale's Ideas and 'Gay Ideas'

To the Editor:

"Too hot to handle!" That's how your piece on Richard D. Mohr's *Gay Ideas: Outing and Other Controversies* and its reception by scholarly presses begins (Hoi Type, June 17). But, if the story was so hot as to require future placement, why was its unnamed author too busy or too indifferent to check with the named presses?

The article claims that "despite rare reviews by outside referees," eight presses, Yale among them, "passed up" the book. Scholarly publishing, like much of life, is more complicated than that. I can't speak for the other presses, but I can report that our reviews were not raves; they were balanced and nuanced in the best scholarly tradition. They commended the considerable strengths of Mr. Mohr's manuscript and warned against its drawbacks. We weighed those judgments with great care in reaching our decision. It wasn't easy, and it wasn't taken lightly.

Now, Mr. Mohr has found in Beacon Press a first-rate publisher. The editors there, acting in the finest liberal tradition, have chosen to be on the book's strengths and to take their chances with its liabilities. Fine. Let's hope they will find printers willing to print it, booksellers willing to display it, and a *Chronicle* willing to review it without prejudice and after checking the facts.

JOHN D. RYAN
Director
Yale University Press
New Haven, Conn.

Pitfalls in evaluating tenured faculty

To the Editor:

Patricia A. Hollander's piece, "Evaluating Tenured Professors" (Point of View, June 17), cannot be allowed to pass without comment.

The administrations of many universities appear to be concerned about the prospect of aged professors continuing to hold tenured positions at their institutions long after their useful lives are over. Brandishing pictures of universities as old-folks homes, the administrators are devising plans to create evaluations for tenured professors, the periodic performance reviews that will make it easier to secure terminations for cause, especially the cause of "unsatisfactory performance." Do they think anyone is really fooled by this?

To my knowledge, no research has shown that faculty have any intention to spend the rest of their lives behind the desk. In fact, the figures I have seen indicate that most faculty hope to retire while they still have the strength to pursue other interests. In the absence of data supporting the administrators' stated purpose of removing senior professors who periodically cling to their posts, these periodic performance reviews must be seen as an attempt to reassure itself.

All faculty who have endured it know that the tenure-review process is highly subjective despite its cloak of objectivity. The stated duties of a professor (teaching, research, student advising, committee work, com-

Continued on Following Page

Letters to the Editor

Continued From Preceding Page
monthly service, etc.) actually take more time than any one person has. Those who ultimately achieve tenure must find a balance that fits the priorities of their institutions. But no one has the time to excel in all areas, making it possible to find an excuse to terminate almost anyone who has somehow offended the powers that be.

Now Hollander would like this process to follow us throughout our careers. If tenured faculty are to be subjected to the same performance reviews as untenured faculty with the same outcome for an unsatisfactory result, what does "tenure" mean?

Tenure gives faculty the freedom to pursue unpopular and unfundable research topics and to invest time in projects that can be expected to yield results only over the long term. By definition, research launches us into the unknown; some projects may not even yield results at all. Constant productivity reviews will have a chilling effect if they force faculty to construe safe little projects with guaranteed and therefore irrefutable results. But these short-term results will enable administrators to unload highly paid senior faculty, especially those who for some reason are not personal favorites, and to replace them with cheaper untenured labor. Let's see some figures on the likelihood that the end of mandatory retirement will create an aged and incompetent professoriate before we allow administrators to use it as a Trojan horse to launch an attack on tenure.

ANN W. BATTAIN
Associate Professor of Anthropology
Cornell College, Iowa

TO THE EDITOR:

In her call for post-tenure performance evaluation, Patricia A. Hollander expresses what many believe to be an inevitable consequence of legislative bargaining: mandatory retirement. Her arguments are sound. As in other work settings, the best protector of the unproductive or incompetent in academe has been the *pro forma* or automatic evaluation record that more often than not fails to withstand the legal challenge to a proposed dismissal.

But the essay leaves me disquieted, with a fear that in adopting more of a management culture, we are losing something valuable from our academic culture. It is not the

evaluations *per se*, it is their stated purpose. Renewal, retraining, redirection must come before removal and retirement. And resources that are dedicated to supporting the development of those faculty identified by new evaluation processes as unproductive or "disengaged" would communicate most clearly to faculty the administration's concern for individual as well as institutional interests.

This must be the framework upon which improved and expanded evaluation procedures are based. Failure of the new system may still be candidates for removal "for cause," but as a secondary resort and with... the institution having a stronger legal case.

ROBERT F. JONES
Assistant Vice-President
for Institutional and Faculty Policy Studies
Association of American Medical Colleges
Washington

Access to education
for the people of Detroit

The misinformation in the letter by Robert Pedersen of West Virginia University at Parkersburg in your June 10 issue should be corrected. I, as a faculty member at Wayne State University, am not a "Letter to the Editor" but a "Letter to the Editor" (Editorial). His opinions about diversion of students and public policy are his own, and he is entitled to them, but when he cites Wayne State University as historical evidence for his argument, he is simply guilty of erroneous assumptions.

Mr. Pedersen states: "As Wayne State matured and adopted the norms of the American research university, access for the people of Detroit was diminished."

The evidence shows quite the opposite, as Mr. Pedersen would have discovered had he investigated. First, Mr. Pedersen did not report in his letter that Wayne State's transition from a junior college to a research university was the result of a conscious historical decision by the Michigan Legislature. Detroit has no research university. In the other research university, in the 1950s, the state government concluded that it was essential to have a major research university, with graduate and professional programs, in the industrial area of southeast Michigan. Wayne State was transferred from the jurisdiction of the Detroit Board of Education to the state government. Within a few years it be-



THE CHRONICLE OF HIGHER EDUCATION

"Emphasizing teaching is great. It's being evaluated that I don't like."

came a constitutional university with the same status as the University of Michigan and Michigan State University, and it was designated as a research institution with special emphasis on urban concerns.

Second, Mr. Pedersen has apparently not studied the role of Wayne State University in providing access to students from metropolitan Detroit. At Detroit Junior College (which began as something of a feeder school for the University of Michigan), enrollment the first year was 300 students and did not reach 2,500 students until it was expanded to a four-year college in 1923. As campus historian Leslie Hanawalt notes in his book, *A Place of Light*, in 1921 campus officials "urged the Board to authorize a third year's work because 150 graduates were ready, of whom sixty could not afford to go elsewhere to college; but the Board did not move."

Enrollment at Wayne State today is over 34,000; 34 per cent are from the city of Detroit and 87 per cent from Michigan. Wayne State's enrollment is more than three times the enrollment of Wayne County Community College that Mr. Pedersen says was created by "the people of Detroit, having nurtured Wayne State University... in order to insure for their children access to affordable and quality education." (In fact, Wayne County Community College especially provides technical and professional programs that are rarely found in universities.)

As to access, the university is 66 per cent white and 34 per cent minority, including 23 percent black. Forty per cent of new students receive some form of need-based financial aid. In 1990-91, the university offered financial aid awarded \$47.3 million to its students. To promote access, Wayne State has raised tuition only an average of 5 per cent annually for the last decade, the lowest rate of increase in Michigan and among the lowest among public universities nationally.

Wayne State University continues to provide access to students from Detroit who often come from homes where family income is a little lower and the students are the first in their families to receive a degree...

ROBERT F. JONES
Director of Media Relations
Wayne State University
Detroit

The recession's impact
on faculty salaries

TO THE EDITOR:
The impact of the current recession on the decline in faculty earnings

is likely to be much more substantial than that reported by the American Association of University Professors in its "Annual Report on the Economic Status of the Profession" ("Faculty Salaries Rise 3.5%; Smallest Increase in 20 Years," April 22) or of the College and University Personnel Association's annual faculty salary surveys ("Business Professors Become Top Wage Earners in Public Universities, Supplementing Earnings," June 10).

The reason for this is that neither A.A.U.P. nor the C.U.P.A. studies gather data on extra professional earnings, information obtainable only by surveying faculty members rather than institutions. Extra earnings could prove to be even more seriously curtailed as a result of the recession than base salary.

The only source reporting extra professional earnings was a study conducted in 1987-88 by the National Center for Education Statistics of the U.S. Department of Education, the "1988 National Survey of Postsecondary Faculty." ("New U.S. Survey Assesses a Statistical Portrait of the American Professoriate," February 7, 1990).

These survey figures show the following averages for full-time regular faculty in public and private institutions: basic salary from institution, \$39,439; extra earnings, \$9,262; total earnings, \$48,701; extra earnings is a percentage of basic salary, 23.5 per cent.

The sample included over 400 public and private institutions and over 8,000 full-time and part-time faculty. This study will be repeated later this year, enabling comparisons to be made of base salaries, extra earnings, and total earnings at about the time of onset of the recession (dated from the October 1987 decline in the stock market) and since the recession.

There are two points to be made. First, the 23.5 per cent of extra income far exceeds the 3-to-7-per-cent increases of recent years and could also be sharply curtailed given the present environment of recession and retrenchment.

Second, since those working on an 11- or 12-month annual contract are usually administrators and non-teaching professionals, it is unlikely that they have the time available to earn as much extra income.

Is a sharp reduction in faculty extra earnings likely to take place? While a full assessment must await the outcome of the next survey, a few observations can be made.

First, the 1987-88 study showed that for all faculty, including those in private and public institutions and those who are academic administrators, almost 40 per cent (38.7 per

cent) of extra earnings came from their own institution. In contrast, faculty in public institutions had responsibilities were normally teaching... almost 75 per cent of their earnings were from their employing institution, making them much more susceptible to the possibility of a decline...

To address severe financial difficulties at the University of the District of Columbia, for example, there was no salary increase this year, and opportunities to teach extra classes were curtailed. In addition, chairmen who the past had received from 15 to 20 per cent of base pay for administrative duties paid this year this year. The senior program was also sharply curtailed, depriving many faculty of employment that many had come to rely on.

The does not bode well for teaching community and the prospect of attracting and retaining the most capable faculty. To many faculty, important incentives to extra teaching in higher education will thus be curtailed in the private sector or government (frequently better compensated) included the flexibility of being required to work only a 9-month or 10-month year, an opportunity to earn extra income when needed, the freedom to pursue one's own professional interests and the desire to teach and to do research in their fields. These incentives are being rapidly eroded.

The disincentives to continuing employment as faculty in public higher education will be greatly increased on earnings are eroded and will be compounded even more if faculty will be decreased staffing and increased workloads, as present trends suggest are likely to occur.

LEONARD GOLDBERG
Professor and Director
Academic Collective Bargaining
Labor Studies Program
University of the District of Columbia
Washington

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 300 words. The competition for space, short letters must sometimes be given preference. Letters can be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1235 23rd Street, N.W., Washington 20037. Please include a day-time telephone number.

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July 22, 1992.

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Lecturers in Spanish (Tenurable and Fixed Term) Department of Romance Languages

The University of Queensland Department of Romance Languages has initiated in 1992 a program in Spanish which will lead soon to the offering of a major. The appointees will be expected to bring ability and willingness to lead initially in the implementation of this program with new courses at the undergraduate level, and eventually to teach advanced studies as well. The Department of Romance Languages places emphasis on communicative language teaching, methodology and on the academic study of culture; in addition, the major in Spanish is expected to lead particular emphasis to contemporary Hispanic cultural studies, and to Spanish as an adjunct skill for the commercial and other professions.

Qualifications: Applicants should hold a doctorate, should show evidence of successful teaching practice, and be engaged in ongoing research work allied to some area or areas described.

Position One: Lecturer (Academic Level B) in Spanish (Reference No. 29793). Specially in language teaching at all levels, to apply linguistics, methodology, and curriculum design. A willingness to work with pre-university institutions in Queensland which are aiding Spanish is desirable.

Position Two: Lecturer (Academic Level B) in Spanish (Reference No. 29899). Specially in contemporary Hispanic literary/cultural studies, with an emphasis on Peninsular studies preferred. Some familiarity with Spanish in the business context will be helpful.

Salary range: \$44,000 to \$46,680 per annum. Superannuation benefits apply. Relocation assistance available to candidates from outside the Brisbane area.

Conditions: It is expected that one of the above positions will be tenurable, and that the other will be for a period of three years, with possible further extension.

Applications: Nine copies (original plus eight) of an application and resume should be sent to the Director, Personnel Services, The University of Queensland, Qld 4072 Australia by 7 August 1992, quoting the relevant reference number.

For further information please contact Professor Peter Cryan on 461 7365-2270.

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The Joseph M. Bryan School of Business and Economics invites nominations and applications for an endowed chair, The Joseph M. Bryan Distinguished Professor of Business.

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Salary is competitive. Appropriate research and support funds are available. Applications will be accepted until a position is filled.

Interested persons should contact Professor Jeffrey S. Korte, Bryan Search Committee Chair, Department of Management and Marketing, Bryan School of Business, University of North Carolina at Chapel Hill, Campus Box 919, 354-6091.

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Appalachian STATE UNIVERSITY

CHAIRPERSON, DEPARTMENT OF ACCOUNTING

The John A. Walker College of Business, Appalachian State University, is seeking an outstanding person to serve as Chairperson of the Department of Accounting.

UNIVERSITY: Appalachian State University, founded in 1899, is located in Boone, North Carolina, near the border of Virginia and Tennessee. It is one of the most popular year-round vacation areas in the Eastern United States. A member institution of The University of North Carolina System, it has an enrollment of 11,800 students and offers both undergraduate and graduate degrees in over 70 different program areas.

QUALIFICATIONS: Professional qualifications for the position include the doctorate and evidence of successful teaching and research experience. A demonstrated competency in teaching and research, and the ability to work with the accounting profession are required. Administrative and leadership ability, public or industrial accounting experience, and certification in professional society are competitive and commensurate with qualifications.

APPLICATIONS: The position is available July 31, 1993. Complete applications must be received by October 23, 1992 and must include letter of interest, current resume, names, addresses, and phone numbers of at least three referees, and any additional material which the applicant would like to furnish. Official university transcripts are required prior to appointment.

Send applications to: Dr. Randy Edwards, Accounting Chairperson Search Committee, John A. Walker College of Business, Appalachian State University, Boone, North Carolina 28608. Also, Search Committee members will be available at the American Accounting Association meeting in Washington, D.C., November 1992.

Appalachian State University is an Equal Opportunity Employer.

TUSKEGEE UNIVERSITY

LECTURER, DEPARTMENT OF MECHANICAL ENGINEERING, SCHOOL OF ENGINEERING AND ARCHITECTURE

Nonetheless and applicants are invited for the position. Lecturer, Department of Mechanical Engineering.

QUALIFICATIONS: Candidates should have a earned master of science degree in Mechanical or Industrial Engineering, two years teaching experience in related area or 24 semester/3 quarter credits in graduate courses beyond the master of science degree.

RESPONSIBILITIES: The Mechanical Engineering Department, which academic departments (Aerospace Sciences, Chemical Engineering, and Mechanical Engineering and Architecture) in the School of Engineering and Architecture of Tuskegee University. The department offers undergraduate and graduate degrees in Mechanical Engineering and Architecture.

Tuskegee University is a private, historically black, land grant University with approximately 3,700 students and 300 faculty members. Since its founding over 100 years ago, Tuskegee University has been a leader in the production of academic excellence in the technical and scientific professions.

Applications and nominations should be mailed to:

Dr. P. K. Ray, Head
Department of Mechanical Engineering
School of Engineering and Architecture
Tuskegee University
Tuskegee, Alabama 36088
(205) 727-5820

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ASSOCIATE PROFESSOR IN HUMAN MOVEMENT STUDIES

Queensland University of Technology is one of Australia's fastest growing universities with 28,000 students on five campuses. The School of Human Movement Studies within the Faculty of Health, Behaviour and Society is seeking an Associate Professor in Human Movement Studies. The position is a full-time position and the holder will be expected to have a strong background in research, teaching, and professional achievement.

Qualifications: The position is available July 31, 1993. Complete applications must be received by October 23, 1992 and must include letter of interest, current resume, names, addresses, and phone numbers of at least three referees, and any additional material which the applicant would like to furnish. Official university transcripts are required prior to appointment.

Send applications to: Dr. Randy Edwards, Accounting Chairperson Search Committee, John A. Walker College of Business, Appalachian State University, Boone, North Carolina 28608. Also, Search Committee members will be available at the American Accounting Association meeting in Washington, D.C., November 1992.

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HEAD DEPARTMENT OF BIOLOGY UTAH STATE UNIVERSITY

A distinguished scientist is sought to serve as head of the Department of Biology. The candidate must have a Ph.D. in a relevant field, leadership abilities, and an understanding of the teaching, research, and administrative roles of a head department. A broad background in teaching and research in the ecology, organismal, and molecular aspects of biology is required. The position is a full-time position and the holder will be expected to have a strong background in research, teaching, and professional achievement.

Qualifications: The position is available July 31, 1993. Complete applications must be received by October 23, 1992 and must include letter of interest, current resume, names, addresses, and phone numbers of at least three referees, and any additional material which the applicant would like to furnish. Official university transcripts are required prior to appointment.

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Fulton-Montgomery Community College THEATRE/ENGLISH INSTRUCTOR

Full-time, tenure-track position in the Humanities Division to teach a variety of introductory courses in English and Theatre, beginning September 1, 1992. Preference given to candidates with degrees in both fields. The candidate must have a Ph.D. in a relevant field, leadership abilities, and an understanding of the teaching, research, and administrative roles of a head department. A broad background in teaching and research in the ecology, organismal, and molecular aspects of biology is required. The position is a full-time position and the holder will be expected to have a strong background in research, teaching, and professional achievement.

Qualifications: The position is available July 31, 1993. Complete applications must be received by October 23, 1992 and must include letter of interest, current resume, names, addresses, and phone numbers of at least three referees, and any additional material which the applicant would like to furnish. Official university transcripts are required prior to appointment.

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ASUNUICK Community College

Instructor of Mathematics

Anticipated Starting Date: Spring Semester 1993. 10-month tenure track position. Responsibilities will include, but will not be limited to, teaching 24 credit hours per academic year plus related activities. An understanding of the Community College mission and the ability to handle developmental to calculus level coursework including computer, graphics calculator, and technical applications are required.

Qualifications: The position is available July 31, 1993. Complete applications must be received by October 23, 1992 and must include letter of interest, current resume, names, addresses, and phone numbers of at least three referees, and any additional material which the applicant would like to furnish. Official university transcripts are required prior to appointment.

Send applications to: Dr. Randy Edwards, Accounting Chairperson Search Committee, John A. Walker College of Business, Appalachian State University, Boone, North Carolina 28608. Also, Search Committee members will be available at the American Accounting Association meeting in Washington, D.C., November 1992.

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DALLAS COUNTY COMMUNITY COLLEGE DISTRICT **SPANISH INSTRUCTOR** Richland College, Dallas, Texas

Richland College, part of the seven-member Dallas County Community College District, is seeking applicants for the position of Spanish Instructor. Richland is the largest DCCC college, providing an exciting learning environment for over 13,000 credit and 10,000 continuing education students.

This position, available for Spring semester 1993, will teach a variety of Spanish courses including evening courses as needed. Advanced Spanish conversation, business Spanish, Spanish for native speakers, and Penitential & Latin American literature courses. Requirements: Master's degree in Spanish, five years of teaching experience, including experience in proficiency-based and immersion language teaching, must be extremely fluent in Spanish, knowledge of language lab technology, and ability to teach the variety of Spanish courses listed in the previous paragraph.

For application: Please send a letter of interest, resume, and transcripts to Joan Parent, Communications Division, Richland College, 12000 Abrams Rd., Dallas, TX 75243-2199. A DCCC application will be sent to applicants for consideration and return. All application materials must be received by the deadline date: August 14.

EEO/AA Employer

NEW WORLD SCHOOL OF THE ARTS **FACULTY, Designer/Production Manager** Tenure Track

Teach their production areas and lighting design. Design scenery and lighting for at least 10 productions annually. Plan production and supervise technical department. REQUIREMENTS: Master's degree and extensive production background. B.A. in Theater or related field. Experience in production management and design. Salary commensurate with experience. Send resume and references to: New World School of the Arts, 1000 N. Orange Ave., Suite 100, Orlando, FL 32801. EEO/AA Employer.

New York University **Associate Or Assistant Professor** In Management Communication

The Stern School of Business seeks qualified individuals for full-time, permanent, non-tenure track. Faculty positions in Management Communication. Candidates should have a Ph.D. in Management Communication or related field. Minimum 5 years of teaching and research experience. Salary commensurate with experience. Send resume and references to: New York University, 100 University St., New York, NY 10003. EEO/AA Employer.

Northern Illinois University

COUNSELOR/PSYCHOLOGIST: To coordinate minority programming efforts in counseling services. Position includes: coordination of minority programming, assessment, counseling, orientation, and training. Minimum requirements: Master's degree in Counseling or Psychology, 3 years of experience. Salary commensurate with experience. Send resume and references to: Northern Illinois University, 1000 University St., DeKalb, IL 60115. EEO/AA Employer.

Developmental Education

Developmental Education Department, University of Maryland, seeks qualified individuals for full-time, permanent, non-tenure track. Faculty positions in Developmental Education. Candidates should have a Ph.D. in Developmental Education or related field. Minimum 5 years of teaching and research experience. Salary commensurate with experience. Send resume and references to: University of Maryland, 100 University St., College Park, MD 20742. EEO/AA Employer.

UNIVERSITY OF WASHINGTON **College of Forest Resources**

Applications are invited for an immediate opening in environmental education. This is a non-tenure research position open to individuals with a Ph.D. in Environmental Education or related field. Minimum 5 years of teaching and research experience. Salary commensurate with experience. Send resume and references to: University of Washington, 100 University St., Seattle, WA 98195. EEO/AA Employer.

LITHACA COLLEGE **MANAGEMENT DEPARTMENT CHAIR** School of Business, Ithaca College

Applications and inquiries are invited for the position of Chair, School of Business, Ithaca College. The position is available for the 1993-94 academic year. The School of Business is a leading business school in the Northeast. The position is a full-time, permanent, non-tenure track. Candidates should have a Ph.D. in Business Administration or related field. Minimum 10 years of teaching and research experience. Salary commensurate with experience. Send resume and references to: Ithaca College, 100 University St., Ithaca, NY 14850. EEO/AA Employer.

South Florida Community College **FACULTY POSITIONS**

INSTRUCTOR, ENGLISH: Full-time, 10-month position to teach English literature and composition. Minimum requirements: Master's degree in English or related field. Minimum 5 years of teaching experience. Salary commensurate with experience. Send resume and references to: South Florida Community College, 100 University St., Miami, FL 33199. EEO/AA Employer.

Illinois Central College **VITA BANK**

ILLINOIS CENTRAL COLLEGE is actively seeking motivated individuals for full-time, permanent, non-tenure track. Faculty positions in various departments. Candidates should have a Ph.D. in their field. Minimum 5 years of teaching and research experience. Salary commensurate with experience. Send resume and references to: Illinois Central College, 100 University St., Moline, IL 61201. EEO/AA Employer.

NIHOFF PROFESSORIAL CHAIR LOYOLA UNIVERSITY CHICAGO Marcella Niehoff School of Nursing

The Marcella Niehoff School of Nursing of Loyola University Chicago is seeking applications for the Niehoff Professorial Chair. The position is available for the 1993-94 academic year. The School of Nursing is a leading nursing school in the Midwest. The position is a full-time, permanent, non-tenure track. Candidates should have a Ph.D. in Nursing or related field. Minimum 10 years of teaching and research experience. Salary commensurate with experience. Send resume and references to: Loyola University Chicago, 100 University St., Chicago, IL 60626. EEO/AA Employer.

UNIVERSITY OF MASSACHUSETTS **AMHERST** **Faculty Positions**

The School of Nursing, University of Massachusetts at Amherst, is seeking applications for full-time, permanent, non-tenure track. Faculty positions in Nursing. Candidates should have a Ph.D. in Nursing or related field. Minimum 5 years of teaching and research experience. Salary commensurate with experience. Send resume and references to: University of Massachusetts at Amherst, 100 University St., Amherst, MA 01003. EEO/AA Employer.

COLLEGE OF THE MAINLAND

INSTRUCTOR OF STUDENT SUPPORT SERVICES: Position is to provide academic and personal support services to students. Minimum requirements: Bachelor's degree in Social Work or related field. Minimum 5 years of experience. Salary commensurate with experience. Send resume and references to: College of the Mainland, 100 University St., Pomona, CA 92673. EEO/AA Employer.

THE PHILADELPHIA COLLEGE OF PHARMACY AND SCIENCE School of Pharmacy

CHAIR
DEPARTMENT OF PHARMACY PRACTICE AND PHARMACY ADMINISTRATION

The School of Pharmacy of the Philadelphia College of Pharmacy and Science is seeking applications for the Chair of the Department of Pharmacy Practice and Pharmacy Administration. The position is available for the 1993-94 academic year. The School of Pharmacy is a leading pharmacy school in the Northeast. The position is a full-time, permanent, non-tenure track. Candidates should have a Ph.D. in Pharmacy or related field. Minimum 10 years of teaching and research experience. Salary commensurate with experience. Send resume and references to: Philadelphia College of Pharmacy and Science, 100 University St., Philadelphia, PA 19104. EEO/AA Employer.

SOUTHEASTERN LOUISIANA UNIVERSITY Hammond, LA 70402

The College of Arts and Sciences is seeking applications for the following position available for the 1992-93 academic year.

Assistant Professor of Chemistry: Tenure-track. Applicant must hold a Ph.D. in Chemistry with a physical chemistry specialty area. Appropriate research and teaching experience. The position is available for the 1992-93 academic year. Send resume and references to: Southeastern Louisiana University, 100 University St., Hammond, LA 70402. EEO/AA Employer.

PHYSICS POSITION AVAILABLE:

Experimental High Energy Physicist. Must have recent post-graduate experience and be conducting leading research with groups at National Laboratories or large university laboratories. Must have working experience with large scale computer codes for data reduction. Theoretical position of Assistant Professor level. Starting September 1992. Duties include teaching undergraduate and graduate courses of the M.S. level, directing undergraduate and graduate research projects, and carrying on research leading to publications and fund-raising efforts.

Send CV to: Dr. R. L. Gibbs, Head, Department of Physics, Louisiana State University, Baton Rouge, LA 70803. EEO/AA Employer.

NURSING FACULTY **FULL TIME FACULTY** **EVENING COORDINATOR**

NH Technical Institute in Concord, NH, has an immediate opening for a full-time nursing faculty member. The successful applicant will possess a Master's Degree in Nursing and a strong medical-surgical nursing background. Some administrative experience preferred. The salary range for this position is \$28,470 to \$41,866 per year. Full time faculty positions provide full state benefits including medical, dental, life and disability insurance and participating retirement.

PART TIME FACULTY

We are also seeking a part time clinical nursing faculty member effective August 20, 1992. Minimum qualifications include a Master's Degree in Nursing with specialty in Maternal Child Nursing. Previous teaching experience in pediatrics, and/or med-surg nursing preferred. The salary range for this position is from \$591 to \$872 per week.

Obtain state application from the Institute and return, indicating position of interest, with three copies of transcripts and professional licenses to:

David Stanley, Dir. of Support Services
 NH Technical Institute
 P.O. Box 2039
 Concord, NH 03302-2039
 (603) 228-1805

As an affirmative action employer, NH Technical Institute encourages applications from a broad spectrum of qualified individuals, and encourages applications from women, ethnic minorities, and disabled individuals.

UNIVERSITY OF SOUTH DAKOTA **Available Immediately** **FACULTY POSITION(S)**

Minimum of two faculty positions. Participate in development and implementation of new professional master's degree program in Occupational Therapy. Teaching and/or research. Graduate advisor. Practice plan optional. Entry South Dakota's great outdoors and rich Native American culture. Master's degree required, doctorate preferred. Two years' experience as OTR required. Teaching experience highly desirable. Must be a U.S. citizen. Salary commensurate with experience and academic credentials. Flexible benefits. Screening will be ongoing. Applications accepted until position is filled. If interested, send resume and three references to:

Dorothy Anne Ekberg, Ph.D., OTR
 Professor and Chairperson
 Department of Occupational Therapy
 University of South Dakota
 416 E. Clark Street
 Vermillion, SD 57069

Alternative Action, Equal Opportunity Employer

HEALTH EDUCATION

WEST GEORGIA COLLEGE continues search for a tenure-track faculty position available September, 1992. Candidates include doctorate in health education. Commitment to research and professional growth, and willingness to travel for supervision and consultation. Teaching experience. Send resume and references to: West Georgia College, Carrollton, GA 30113. EEO/AA Employer.

Physical Education and Recreation

Physical Education and Recreation, School of Education, West Georgia College, Carrollton, GA 30113. EEO/AA Employer.

An equal opportunity, affirmative action employer.

or other outdoor education facility. Qualified candidates should apply immediately to the address shown below. Phone inquiries not accepted. Missouri Department of Conservation, Human Resource Management Division, P. O. Box 299, St. Louis, Missouri 63166. Equal Opportunity Employer M/F/D/V.

UWM

ACADEMIC ARCHIVIST I

Golda Meir Library

University of Wisconsin-Milwaukee

The University of Wisconsin-Milwaukee (UWM) is a major metropolitan research university serving over 25,000 students. The campus is located on Milwaukee's tree-shaded residential campus. The campus is a vibrant, multicultural, and cosmopolitan community.

DUTIES: Reporting to the Director, Archives and Special Collections, the official records of the University, the Academic Archivist will be responsible for the collection, preservation, and access to the University's historical records. The Archivist will be responsible for the collection, preservation, and access to the University's historical records. The Archivist will be responsible for the collection, preservation, and access to the University's historical records.

Other duties include assisting with the operation of the Area Research Center, a cooperative project with the Historical Society of Wisconsin, providing reference services to the Prominent Men and Women Project, and the operation of the Archives and Special Collections on campus materials to the operation of the Archives.

QUALIFICATIONS: The successful candidate must have formal archival education at the graduate level and either an M.A. or M.L.S. degree in history or archival studies. A minimum of three years of professional archival experience is required. The candidate must have a strong background in archival theory and practice, including archival research, appraisal, description, and access.

SALARY: Starting salary from \$25,076-\$31,345 midpoint, commensurate with experience and qualifications.

APPOINTMENT/TERMINATION: Position is Academic staff annual probationary appointment leading to indefinite appointment. Generous vacation and fringe benefits.

APPLICATIONS: UWM-Milwaukee and the Golda Meir Library strongly encourage women and minorities to apply. Please send letter of application, resume, and references to: Academic Archivist I, Golda Meir Library, University of Wisconsin-Milwaukee, P.O. Box 400, Milwaukee, WI 53233. Review of applications begins September 1, 1992.

The University of Wisconsin-Milwaukee is an Equal Opportunity, Affirmative Action Employer. The University of Wisconsin-Milwaukee is required to provide a list of all positions and applicants who have not received a response to their inquiry may be reviewed. Persons agreeing to be final candidates will have their identity revealed as a final candidate.

Merrimack College

Associate Director

Career Services

Responsible for career development/career guidance issues, including testing and counseling of students. Support on-campus recruiting program and coordinate administrative operations. Reports to Director of Career Services. Requires a Master's degree (M.A. preferred) and experience in career development. Please send cover letter and resume by July 31 to: Personnel Office, Merrimack College, 215 Turnpike Street, North Andover, MA 01845.

An Equal Opportunity Employer

Library Librarian. Title C Cataloging/Serials Librarian. 11 months, 40 hours per week. Salary \$24,000. The University of Wisconsin-Milwaukee is a major metropolitan research university serving over 25,000 students. The campus is located on Milwaukee's tree-shaded residential campus. The campus is a vibrant, multicultural, and cosmopolitan community.

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Widener University

Division of Student Services

Widener University, a comprehensive, private, non-sectarian university located fifteen miles south of Philadelphia, anticipates two position openings.

Director of Student Activities/Coordinator of Student Volunteer Services

Reporting to the Associate Dean for Student Programs, the director will oversee student organizations, coordinate orientation and student leadership training, manage a comprehensive, community volunteer service program, and supervise an Assistant Director responsible for entertainment programming.

Preferred candidates will possess a master's degree in college student development or related field and have two to five years of professional administrative or related experience in higher education. This is a full-time position with a salary commensurate with experience.

Counseling or Clinical Psychologist

Reporting to the Administrative Coordinator of the Counseling Center, the psychologist will provide individual counseling for students, faculty, and staff. The psychologist will also provide group counseling and supervision of graduate students.

Preferred candidates will possess a doctorate in counseling or clinical psychology and will have counseling experience in higher education. The position is full-time with a salary commensurate with experience.

Compensation and benefits for both positions are competitive. Full consideration for either position requires a letter of application, resume, and three references. Applications should be sent to: Director of Student Services, Widener University, Chester, Pennsylvania 19013. (717) 216-9751.

Widener University is an Equal Opportunity Employer

William Rainey Harper College

William Rainey Harper College in Palatine, Illinois is a comprehensive two-year community college located in Chicago's northwest suburbs. Harper College opened in 1967 with an enrollment of approximately 1,700 students. Students of all ages in the twenty-first century will find Harper College a dynamic institution. Harper College continues to be a dynamic institution. Harper College continues to be a dynamic institution.

CAREER COUNSELOR / TRANSITION SPECIALIST

This is a full-time, tenure-track position in our Center for Students with Disabilities. The position will be responsible for the identification, advising and counseling of students with disabilities. The position will be responsible for the identification, advising and counseling of students with disabilities.

Interested persons send a letter of interest and resume indicating position title to: Personnel Department, William Rainey Harper College, 1200 W. Algonquin Rd., Palatine, IL 60067.

Harper College is an Equal Opportunity, Affirmative Action Employer. Women, minorities and persons with disabilities are encouraged to apply.

NICHOLLS STATE UNIVERSITY

Nicholls State University, located in Thibodaux, La., is a comprehensive, non-sectarian university serving over 10,000 students. The campus is located on a beautiful campus in Thibodaux, Louisiana. The campus is a vibrant, multicultural, and cosmopolitan community.

Assistant Director of Career Services

Reporting to the Director of Career Services, the Assistant Director will be responsible for the coordination of career development activities. The Assistant Director will be responsible for the coordination of career development activities.

Interested persons send a letter of interest and resume indicating position title to: Director of Career Services, Nicholls State University, Thibodaux, Louisiana 70310.

Nicholls State University is an Equal Opportunity Employer. Women, minorities and persons with disabilities are encouraged to apply.

Assistant Director of Career Services

Reporting to the Director of Career Services, the Assistant Director will be responsible for the coordination of career development activities. The Assistant Director will be responsible for the coordination of career development activities.

Interested persons send a letter of interest and resume indicating position title to: Director of Career Services, Nicholls State University, Thibodaux, Louisiana 70310.

Nicholls State University is an Equal Opportunity Employer. Women, minorities and persons with disabilities are encouraged to apply.

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Nicholls State University is an Equal Opportunity Employer. Women, minorities and persons with disabilities are encouraged to apply.

REGISTRAR

Loyola University Chicago, a private Roman Catholic institution of Higher Education, currently is recruiting a Registrar for the prestigious College of Law.

Specifically, as Registrar, you will oversee academic record keeping, course scheduling, registration, transfer of credit, evaluation, degree plans and grading. In addition, you will implement academic policies, oversee all academic records, and coordinate with the Dean of the College of Law.

The ideal candidate will provide evidence of sensitivity to the needs of students, faculty, and staff. The ideal candidate will provide evidence of sensitivity to the needs of students, faculty, and staff.

Salary is commensurate with background and experience. Please forward your resume in confidence to: Human Resources Department, Loyola University Chicago, 830 N. Michigan Ave., Chicago, IL 60611. Loyola is an equal opportunity employer.

LOYOLA UNIVERSITY CHICAGO

Director of Undergraduate Admissions

The Wichita State University invites applications for nomination for the position of Director of Undergraduate Admissions. The Director will be responsible for the coordination of undergraduate admissions. The Director will be responsible for the coordination of undergraduate admissions.

Interested persons send a letter of interest and resume indicating position title to: Director of Undergraduate Admissions, Wichita State University, Wichita, Kansas 67268-1955.

Wichita State University is an Equal Opportunity Employer. Women, minorities and persons with disabilities are encouraged to apply.

Director of Undergraduate Admissions

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Director of Undergraduate Admissions

Assistant Director for Operations

Illini Union

UNIVERSITY OF ILLINOIS AT CHAMPAIGN-URBANA

Applications are now being accepted for the position of Assistant Director for Operations for the Illini Union at the University of Illinois.

The Assistant Director for Operations reports to the Associate Director for Operations and is responsible for the day-to-day operations of the Illini Union. The Assistant Director for Operations is responsible for the day-to-day operations of the Illini Union.

Responsibilities and Duties:

1. Develop, coordinate, and implement the Illini Union's annual budget. 2. Oversee the Illini Union's financial operations. 3. Manage the Illini Union's personnel resources. 4. Coordinate the Illini Union's public relations efforts.

5. Oversee the Illini Union's physical plant and facilities. 6. Manage the Illini Union's information systems. 7. Coordinate the Illini Union's emergency preparedness efforts. 8. Oversee the Illini Union's security operations.

9. Manage the Illini Union's risk management program. 10. Coordinate the Illini Union's disaster recovery efforts. 11. Oversee the Illini Union's legal affairs. 12. Manage the Illini Union's insurance program.

13. Coordinate the Illini Union's fundraising efforts. 14. Manage the Illini Union's grant writing program. 15. Oversee the Illini Union's public relations efforts. 16. Coordinate the Illini Union's media relations efforts.

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Colorado State University

Major Gifts Officer

Office of University Development

Colorado State University is seeking a Major Gifts Officer for the Office of University Development.

Primary Function: Identify, cultivate, and secure outright and planned gifts of \$10,000 or more from individuals, corporations, and foundations for the University.

Responsibilities and Duties:

1. Develop, coordinate, and implement the University's major gifts program. 2. Oversee the University's major gifts fundraising efforts. 3. Manage the University's major gifts personnel resources.

4. Coordinate the University's major gifts public relations efforts. 5. Oversee the University's major gifts media relations efforts. 6. Manage the University's major gifts insurance program.

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Fund-Raising Executives

The University of Texas at M. D. Anderson Cancer Center is seeking experienced, accomplished fund-raising professionals to assume the duties of Directors of Development in the following areas.

All positions require:

■ Bachelor's degree in areas indicated under each position; Master's or other advanced degree preferred

■ A minimum of 8 years experience in private fund development

■ Preference will be extended to candidates who are members of the National Society of Fund-Raising Executives (NSFRE), Association for Healthcare Philanthropy, or representative to the Council for Advancement and Support of Education (CASE)

■ Flexibility to travel

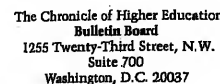
■ Excellent supervisory skills

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End Paper



Place Without Equal: the World's 7th Continent

LONG BEFORE THAT MOMENT IN 1973 when I first stepped onto Antarctica, the seeds of my love for polar regions had been sown and had flowered. Professor George Miksch Sutton, my graduate school mentor and a seasoned polar ornithologist, planted these seeds in me as his field assistant and paintings of northern birds and Inuit. When he hired me as his field assistant and whisked me off to Frobisher Bay—that great icy Bay—these seeds were cultivated, nurtured, and took deep roots. Here was a world that fulfilled one's wildest dreams: a land reverberating with strange bird calls throughout an endless summer light, a land touched with lichens and flowers and miniature forests teeming with lemmings and owls, a land scribed by char-filled streams, all racing toward a sea rimmed by towering cliffs with colorful raptorial series, a sea that boasted of flood tides so high that the daily schedules of native and visitor alike were governed by its movements and moods.

Nothing in all the world I had experienced up until then had come close to Frobisher Bay, and I embraced Sutton's polar world as my own. Then, for nearly two decades, I thought only Arctic. I spent my time either joining or organizing expeditions to the far north, with Sutton participating in several of them. If there were new birds and habitats to explore, always I looked northward beyond timberline, never south. My perspective ended abruptly when I was hired by the University of Minnesota to direct its field biology program involving two field stations. This would be a professional advancement that could not be dismissed lightly. My summers would be spent at the university's Forestry and Biological Station at Lake Itasca, a part of Minnesota not too different from Michigan's Upper Peninsula, where

Jean, my lifelong companion and spouse, and I grew up. Nevertheless, the decision to join the University of Minnesota was difficult and traumatic. It has often been said that there is no rose without thorns: my rose was a challenging summer period at Itasca; the thorns were the severe curtness of my arctic work.

Once I was established in Minnesota, it became apparent that while my summers were taken up with administrative duties, my winters were open for research. Only then did I think Antarctic. My life had become topsy-turvy, so why not consider the other end of the world, with its pleasant austral summer that also basked in continuous polar light.

Although it was Sutton who introduced me to the Arctic, it was his former Cornell colleague Dr. George A. Llano who introduced me to the Antarctic. A new world was about to open up: the incredible continent of Antarctica, with its vast ice shelves and encompassing pack-ice ecosystem with polar birds all foreign to me. Llano was the chief scientist for the Division of Polar Programs of the National Science Foundation. Dr. Donald B. Smith, a University of Minnesota colleague and an authority on antarctic seals, introduced me to Llano.

Within months of that meeting, I was flying off to Antarctica, with hardly enough time to prepare for my first encounter with the world's incredible seventh continent. The more I read about it, the more I was convinced that no place on earth was its equal, not even my beloved Arctic.

The text and photograph above are by David Freeland Parmelee. They are from *Antarctic Birds: Ecological and Behavioral Approaches*, which is published by the University of Minnesota Press. Copyright © 1992 by the Regents of the University of Minnesota. Mr. Freeland Parmelee is curator of ornithology at the Museum of Natural History at the University of Nevada, Las Vegas.

Universities Said to Pay Significant Amount of Cost of U.S.-Backed Research

By COLLEEN CORDES

WASHINGTON
Universities pay a significant amount of the cost of federally supported academic research, the preliminary results of a new study indicate.

The study was intended to shed light on the cost of research—the subject of one of the most contentious public debates confronting universities today. But some of those who participated in the study say universities have missed an opportunity to spell out how much of the total bill for federally supported research they are already paying and to take the initiative in recommending new federal policies.

The study, by the Council on Governmental Relations and the Association of American Universities, focuses mainly on the overhead or indirect costs of research. These are expenses, such as utilities and building maintenance, that cannot be directly calculated for individual projects. The study includes a wide range of details about costs at 21 institutions.

White House Proposal Due

The study came as a special committee led by the White House Office of Management and Budget and the White House Office of Science and Technology Policy was drafting a proposal to revise the system for reimbursing institutions for overhead costs.

Last fall, university officials criticized overhead-policy revisions being considered by the National Institutes of Health as too narrowly focused on reducing the government's bill for overhead.

They argued that the government should concentrate instead on controlling the total costs of research—including both overhead and the direct costs of individual projects. And they stressed that universities are already contributing significant amounts of their own resources to the total cost of academic research. Moreover, university officials emphasized, their institutions are too financially strapped to pick up a larger share of the total bill.

Government officials expressed interest and asked universities for help in gathering data on the total costs of research and on the part of the bill that universities are picking up. The study evolved from those beginnings.

Little Quantitative Analysis

Besides a one-inch-thick document of tables that deal primarily with overhead costs at the 21 institutions, the higher-education groups released a draft statement that outlined the study's purpose and design, and a brief discussion of conclusions. But the study contained almost no quantitative analysis of the data to support those conclusions, which included the following:

• Comparisons of the overhead rates at different institutions do not necessarily reflect differences in costs, because the rates are calculated very differently.

• Universities already "share significantly in the costs of research," as shown by the study and by a separate federal report

that contains estimates of total cost sharing at individual universities.

• Policy changes "should not be made by denying the existence" of the many legitimate overhead costs.

The statement added that most of the universities actually collected "considerably less" in overhead reimbursements than their total overhead expenditures for all of the research they were conducting.

Colin Chisner, director of Internal Affairs at George Washington University, said the results showed that "we are all bearing a significant portion of the costs of doing research—we already are."

Some participants said that ide-

ally the study would have analyzed policy options based on the data and spelled out university cost sharing in more detail.

George Schlecht, director of financial analysis and cost reimbursement at the University of Michigan, said one problem was that universities had not yet learned how to respond to national policy issues with a united front.

"We get beat up pretty badly simply because they can pick us off one at a time," he added.

'An Extraordinary Job'

One federal official involved in the federal overhead review, who asked not to be identified, said he

had hoped the study "would have given us a better handle" on the total amount of cost sharing by universities in federally supported research, especially in contributing to direct costs.

The universities, he said, may have decided that they were better off leaving the government with a vague sense of their.

William F. Raub, executive secretary of the federal committee, praised the results, saying: "It's very valuable information. We may never know what we'd like to know, given the complexity of the problem. But they've done an extraordinary job."

Robert M. Rosenzweig, presi-

dent of the Association of American Universities, said the study had achieved its purpose—to present unbiased information to inform the debate. The government can do its own analysis of the data, he said, as can universities.

The two groups, he added, did not have the time or money for a thorough analysis of university contributions to direct costs, for which they said there are no uniform and complete records. Speed was critical, he said, because the government is moving quickly.

"I have a lot of confidence," Mr. Rosenzweig added, "that the people managing the process are seriously concerned about reforming the system in ways that are helpful to both the government and the universities."



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T H E A C A D E M I C S T A N D A R D

Convention Notebook CONTINUED

Continued From Page A21
 tion would be more sympathetic to union rights. "Faculty members as well as staff need protections that unions bring," said Mr. Block.
 He said the state budget cuts in California prove that is the case even for professors, who once believed tenure would protect them. On his campus, more than 200 tenured and tenure-track faculty members are being laid off. "People on campuses without unions are at the mercy of the president," he said.

Mr. Block, vice-president of the San Diego County Board of Education, said his chief reason for supporting Mr. Clinton was his record on education. "Both has been an absolute horror for schools," he said. He said his district, which serves many children of military personnel and illegal immigrants, has been especially hard hit by the federal government's failure to provide money, when it is the federal government that is responsible for the military installations and for controlling U.S. borders.

Added Mr. Block: "Clinton clearly sees education as an investment and spending on education as an investment. The Bush Administration sees it as an expenditure."

Getting out the student vote was a big issue here. Rock the Vote, a non-profit organization that uses rock music and videos to encourage young people to register to



A T-shirt for Rock the Vote, a non-profit organization.

vote, used the convention as a backdrop to introduce its newest video at a reception in a Greenwich Village Reebok store.

Rock the Vote promotes its cause at record stores, at concerts, and on cable television stations such as MTV. "We hope to make registration a cool thing," said

Beverly Lund, a co-founder of the organization. Rock the Vote also uses college radio stations and campus tours to spread its message.

Traditional college-age students are often portrayed as the generation that doesn't care, said Ms. Lund. "We think that's not true at all."

Steve Barr, the other co-founder, said another priority for Rock the Vote was to reform state laws that make it difficult for students to vote in their college communities. In some states, he said, people wishing to register are asked to show their birth certificates or passports. College students are not likely to have such documents with them, he noted.

Also at the convention, a new organization of young female activists, called The Third Wave, joined with the author Gloria Steinem to announce a voter-registration drive that will target poor and minority citizens in 20 cities across the country.

To be called Freedom Summer 1992, the drive is to begin August 1, when five busloads of young volunteers from a variety of ethnic backgrounds start their 23-day coast-to-coast campaign. The YMCA will lodge the volunteers.

Rebecca Walker, a recent graduate of Yale University and daughter of novelist Alice Walker, said she and her fellow organizers



The Vice-President provided fodder for vendors.

hoped the drive would be "akin to the Freedom Riders of the 60's," which registered blacks in the South.

Shannon Liss, another organizer, said the drive differed from the Rock the Vote because it was not aimed solely at young people. "We're trying to demonstrate leadership of young people," she said, but the focus of the campaign will be places like welfare offices in urban areas and health clinics on American Indian reservations.

Are the candidates paying sufficient heed to urban issues? Not really, said several students at New York University's Summer Urban Policy Institute, which was concluding its six-week program for minority students in the convention ended.

"Everybody seems to be pushing toward the suburbs instead of urban issues. That's wrong. That's where most of the problems are," said Shelly M. Markham, a senior at Bennett College. She said candidates needed to talk more about ways to improve housing and end poverty, and then act on those issues. "In all honesty, it seems like nobody really cares."

A post-convention tour announced by Bill Clinton and Al Gore "shows exactly the voters they want to get," said Keenan L. Smith, a junior at Franklin & Marshall College. "Midwestern voters. Middle-class voters."

Several of the students accused candidates of inserting diversionary racial issues into the campaign. As an example, they cited Mr. Clinton's attack on the rap star Sister Souljah.

Stephanie Ivy, newly graduated from Wesleyan University, said that white politicians talked about black racism because "it's a way to take the responsibility for racist policy making off their shoulders." She added, "It's really sad, because I'm finally of age when I can

Government & Politics
 vote in a national election and I'm not excited at all."

Political souvenirs are an important part of any convention, and the much-publicized spelling mistake by Vice-President Clinton provided plenty of fodder for entrepreneurial vendors. One of them was Curtis M. Smith, a senior at Purdue University, who was hawk- ing "Mr. Potato Head" t-shirts to delegates as they hurried to Madison Square Garden.

The shirts featured a drawing of Mr. Quyle's head—drawn to resemble the Mr. Potato Head toy—with a red circle and slash across it. A major in advertising and Spanish, Mr. Smith and a friend ran a company back at Purdue called Gimmeicks, which provides engraved mugs and printed shirts to fraternities and sororities. The business makes him enough to pay for college, he said.

The streets of New York proved a tougher business environment. "You've just got to hit the right spots," said Mr. Smith. "We were doing well at the convention site. Then everybody went to it. And then there was the non-convention clientele. 'Is it free?' asked a bedraggled woman. 'It's twelve dollars,' Mr. Smith replied. "Twelve dollars. Two for twenty."

With Mr. Smith, it was business first. And was he, by chance, a Democrat? Take a guess, he replied with a broad grin. "Not at all. Capitalist! Hey that's what Bush promotes! That's why I vote for him." —GOLDIE BLUMENSTYK

Democrats Ignore Student Grants in 1992 Platform

Continued From Page A20
 niently sufficient with the student aid issue. "Isn't it a little vague?" Jerry Brown said in an interview. The former California Governor, who came to the convention with more than 600 delegates hunkering his failed Presidential bid, said he was dissatisfied with the party's platform.

Jerry Brown's Alternative
 His determined core of supporters distributed Mr. Brown's alternative "Platform in Progress." It said the federal government should "reinforce federal scholarship aid, building around the principle that no one should be excluded from higher education because of need, nor burdened with long-lasting college debts."

Some students were also disappointed. During pre-convention hearings on the platform, the College Democrats sought a plank calling on the party to endorse Pell Grants of up to \$5,000, in addition to supporting the loan program. Adam R. Kesied, a junior at Trinity College (Conn.) and a leader of the College Democrats' fall voting campaign, said the loan program would help middle-class students go to college, but he said he had some reservations about it. "Future students will have to give two years of almost-consumption, or pay off loans for the rest of their lives," he said.

Government & Politics

A Political Novice Fights to Put Space Research in the Platform

by GOLDIE BLUMENSTYK
 NEW YORK

It was a simple sentence in a 10-page document, but to Joanne Irena Gabrynowicz, getting those 11 words into the 1992 Democratic Party Platform was a personal triumph.

An associate professor of space studies at the University of North Dakota and a first-time delegate to a national political convention, Ms. Gabrynowicz wrote the platform language that affirms support for the civilian space program and for environmental research. She got the reluctant Clinton camp, which controlled the writing of the platform, to accept her plan.

A Cosmic Platform
 "They had totally omitted it," she said. "They wanted to keep the platform as generic as possible."

Although the sentence that finally found a place in the platform, it wasn't exactly what she had in mind—her version was a six-paragraph explanation of "Mission to Planet Earth," an environmentally oriented international scientific program involving satellites—the

difficult lawyer-turned-professor said she was more than satisfied for her short compromise language had been added.

"The whole floor burst into applause. It was fabulous," she recalled. The space program should be a national priority, she said, be-

cause it pushes science to new limits. "Feeds the human spirit to explore, and now it directly relates to the quality of life on earth."

Last week, in her hometown of North Dakota's 23 voting delegates at the Democratic National Convention, Ms. Gabrynowicz displayed nearly the same passion.

She loved the welcome reception for the North Dakota delegation at the New York Hilton Garden—especially meeting the vice-president for homeland science, who knew about Mission to Planet Earth. She listened and cheered whenever speakers on the platform mentioned the environment.

She didn't even mind the 8 a.m. caucuses with her fellow delegates, because they gave her a chance to mingle with people like her Governor, George A. Sinner, and U.S. Sen. Kent Conrad. She hoped the connections paid off.

"I want to go to meet Al Gore," she said. (If he becomes Vice President, he will also become chairman of the National Space Council.) She said her plank was a perfect platform for him because of his interest in environmental protection. It "could be a point of synthesis where the environment, science, and military conversion can all come together," she said, adding: "The satellites are in space, but the jobs are on the ground."

She has mixed feelings about the development of the space station



Joanne Irena Gabrynowicz: "The country is in no mood to be paying for Mars missions. Right now the priority has to be the home planet."

because it would be very expensive, and she believes this might be the wrong time for the United States to devote resources to other interplanetary space missions.

"The country is in no mood to be paying for Mars missions. Right

now the priority has to be the home planet," she said.

Elected uncommitted to any candidate, Ms. Gabrynowicz said she was now excited to vote for Bill Clinton because he had chosen Senator Gore as his running mate.

This is Ms. Gabrynowicz's first

experience with partisan politics. Before moving to North Dakota five years ago to teach at the university's Earth Systems Science Institute, she worked as a lawyer here for seven years and pursued her interests in the history of exploration as an independent scholar.

The institute is part of the Center for Aerospace Studies, which offers an interdisciplinary master's degree. "We have engineers taking law, poets taking satellite-information processing," she said.

Like many of the women here, she traces her activism to an event last October. "The Clarence Thomas hearings put me over the edge," she said. "I just saw that those Senators didn't have a clue of the reality that Anita Hill was talking about."

Willing to Pay the Airfare

After being elected a delegate, Ms. Gabrynowicz said she was chosen to be on the platform committee chiefly because she was the only one from North Dakota willing to pay the airfare to Washington.

And then, finally in Madison Square Garden, Ms. Gabrynowicz reveled in the spectacle. She said she had been especially moved by the speeches of several women running for the Senate. And she was thrilled to see it all in person. "There's something going on here that television doesn't capture," she said.

Moments later she was back on her feet cheering and clapping alongside her North Dakota colleagues as she declared, "This is the fun part of democracy."

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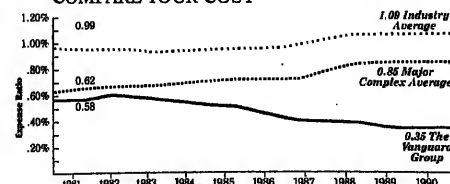
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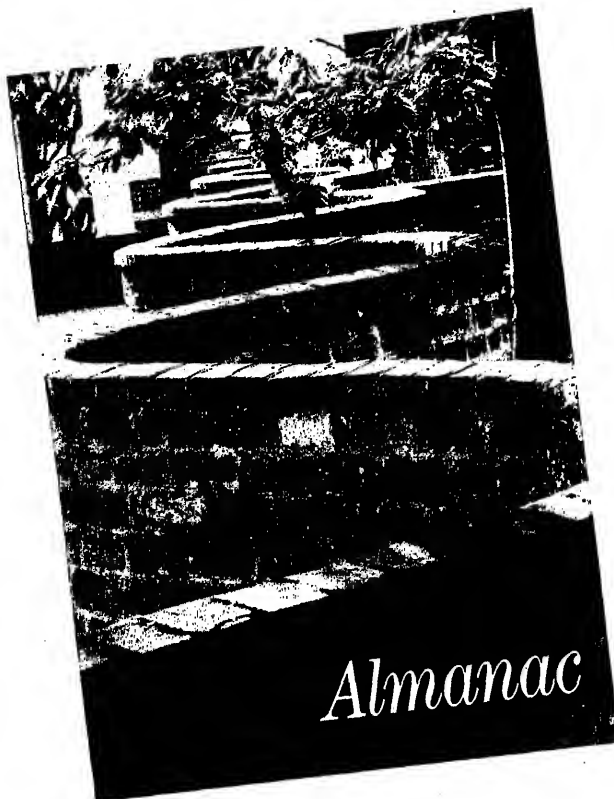
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The chart depicts the Vanguard Low-Cost Advantage. The average 1990 expense ratio of the major mutual fund complexes is 143% higher than Vanguard's average expense ratio. The average 1990 expense ratio for the mutual fund industry is 211% higher. Source: Lipper Director's Analytical Data, First Edition, 1991.

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Government & Politics

WASHINGTON ALMANAC

NEW BILLS IN CONGRESS

Copies of bills may be obtained from
Representatives (Washington 20515) or
Senators (Washington 20510).

HOUSE OF REPRESENTATIVES

Education savings. H.R. 5371 would authorize the federal government to match a certain percentage of the money that students save from their earnings and put into nontax-exempt educational savings accounts. The government would match a maximum of \$2,000 each year per student. By Representative Chabot (R-Ohio).

Library of Congress. H.R. 5374 would authorize the creation of a revolving fund to allow the library to expand and modernize its information distribution system to public and academic libraries, and would authorize the use of one-fourth of the library's building to house visiting scholars. By Representative Rose (D-N.C.).

Oyster research. H.R. 5369 would authorize the Environmental Protection Agency to establish a program to provide grants to institutions for research on oyster diseases. By Representative McMillen (D-Md.).

Student loans. H.R. 5618 would amend the Internal Revenue Code to allow tax deductions for interest on student loans. By Representative Weldon (R-Penn.) and 10 others.

SENATE

Forest research. S. 2965 would authorize the establishment of a Forest Research Center to study forests in the San Juan Basin of New Mexico. By Senators Domenici (R-N.M.) and Bingaman (D-N.M.).

Mississippi universities. S. 2077 would authorize federal grants to the University of Mississippi and the University of Southern Mississippi to maintain and expand nutrition-management research and education programs at the National Food Service Management Institute. By Senator Cochran (R-Miss.).

Tax cuts. S. 2078 would amend the Internal Revenue Code to remove the cap on the amount of tax-exempt bonds that private institutions may issue and extend expired tax breaks for donors of gifts of appreciated property to non-profit organizations. By Senator McCain (D-N.Y.) and two others.

WASHINGTON PEOPLE

Mark Bitts, vice president for programs at the Hudson Institute (Hudson, N.Y.), has been appointed by Education Secretary Lamar Alexander to the National Advisory Board of the Fund for the Improvement of Postsecondary Education.

Lynn T. Chu, a lawyer in New York City, has been appointed by Secretary Alexander to the National Advisory Board of the Fund.

Alfred G. Gilman, professor of pharmacology at the University of Texas Southwestern Medical Center in Dallas, has been appointed by Health and Human Services Secretary Louis W. Sullivan to the National Advisory General Medical Sciences Council.

George Stuart Heyer, Jr., professor of the history of doctrine at the Austin Presbyterian Theological Seminary, has been appointed by President Bush to the J. William Fulbright Foreign Scholarship Board.

Karen R. Hittchcock, vice president for academic affairs at the State University of New York at Albany, has been appointed by Secretary Sullivan to the National Advisory Research Resources Council.

Patricia W. Laws, professor of physics at Dickinson College, has been appointed by Secretary Alexander to the National Advisory Board of the Fund.

Daniel Pigan, director of the Foreign Policy Research Institute (Philadelphia), has been appointed by President Bush to the J. William Fulbright Foreign Scholarship Board.

Henry G. Plot, III, professor of oncology and pathology at the University of Wisconsin in Madison, has been appointed by President Bush to the President's Cancer Panel.

Late M. Proenza, vice chancellor for research at the University of Alaska at Fairbanks, has been appointed by President Bush to the Arctic Research Commission.

Government & Politics

STATE NOTES

- **Some Cal. college employees to be paid by checks, not IOU's**
- **Massachusetts returns to campus-by-campus budget system**
- **Va. law would end tax exemption for some college property**
- **Restructuring recommended for governing boards in Illinois**

California is operating without a state budget, but employees of the California State University System and the California Community Colleges got paid last week. They will be paid in real money.

The state began using IOU's to pay its debts when it entered the fiscal year without a budget on July 1 and had no cash to tide it over.

State agencies scrambled to figure out whether employees could be paid at all without a budget, and whether they would get IOU's. California pays most employees, except teachers, on July 30.

The state controller and legislators decided last week that some state employees would get IOU's, but that people working in public schools, the California State system, or community colleges would get cash checks.

State lawyers are still debating what will happen with the nine-campus University of California system, whose employees are paid under a different procedure from those of other education agencies. —KIT LIVERLY

Unless Gov. William F. Weld signs a bill, higher education in Massachusetts will no longer receive state funds in a lump sum. Instead, the state will return to a system of line-item budgeting that was discarded more than a decade ago.

In the line-item system, each campus will receive its own appropriation, and the University of Massachusetts will receive a sum to distribute among its five campuses. Until now the Board of Regents has divided the money among the colleges and universities. Legislators favoring the change said the new system would make lawmakers more accountable because it will be clear how much money was given to each campus.

Critics of the change say individual allocations will give legislators too much budgetary control over campuses. Governor Weld, a Republican, is unlikely to veto the legislation changing the budget system, because the same bill includes other provisions that he supports. —SALMA ABDELNOUR

The Virginia General Assembly has passed a law that would end some property-tax exemptions for colleges and other non-profit organizations. However, it will not take effect unless it is passed again in the next legislative session.

The law says that the portion of any private, non-profit organization's buildings or property that is used for religious or property that is otherwise unrelated to business income would not be exempt from local property taxes, as such buildings and property normally are.

The federal tax is paid by non-profit organizations on income they receive from activities not directly related to their primary missions.

The Virginia law would not be applicable to public universities. However, it would apply to private foundations that are affiliated with public institutions.

Private colleges and other non-

profit organizations opposed the legislation and lobbied for an amendment that provided that the bill would not take effect unless approved in another legislative session. —SCOTT JASCHKE

The Illinois system of governing boards for state universities needs to be restructured,

says the Governor's Task Force on Higher Education.

The panel was appointed by Gov. Jim Edgar, a Republican, to study ways to improve and streamline the "system of systems" of higher education in Illinois.

Illinois now has four governing boards for its universities.

The panel presented two options. One would keep the University of Illinois board, turn the Board of Governors system into the Regional Universities system, and merge the Board of Regents and the Southern Illinois University system into the Doctoral-Giving Institutions system.

The second option would give separate boards to the University of Illinois system and the Southern Illinois University system, create a

Board of Chicago Universities, and allow four state universities to report directly to the Board of Higher Education, the coordinating body for colleges and universities.

Lt. Gov. Bob Kustra, who was co-chairman of the committee, said the changes would shift power both "down to the university level and up to the Board of Higher Education level," allowing campuses and the board more flexibility to influence academic programs at the campuses.

The General Assembly will consider the options in January.

Roderick T. Groves, chancellor of the Board of Regents system, said the proposals constituted a "change for change's sake. It certainly isn't simplifying things."

—S.A.

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Head of National Fund Raisers' Group Criticizes Big College Drives

By JULIE L. NICKLIN

ATLANTA
At a time when universities seem to compete to wage the largest capital campaign, the president of a national association representing college fund raisers last week called the drives "the dumbest thing I've ever seen."

Peter McE. Buchanan, president of the Council for Advancement and Support of Education, told a group of fund raisers at the council's annual meeting here that campaigns take too much energy out of college officials—and that the "mega-campaigns" make people ask why a university needs so much money.

"I wish we could get rid of campaigns," said Mr. Buchanan. Mr. Buchanan's comments came on the heels of the announcements of several new mega-drives. In May Yale University announced a five-year drive to raise \$1.5-billion, the largest campaign total in higher education. The University of Pennsylvania and Columbia and Cornell Universities are each seeking at least \$1-billion over the next several years.

Stanford University has successfully completed a \$1.1-billion campaign. And Harvard University is planning a drive for as much as \$2-billion.

'A Positive Effect'

Mr. Buchanan made the comments during a question-and-answer period after a session on capital campaigns. Although his comments provoked several nods of agreement and no spoken disagreement from the audience, some fund raisers later disputed his remarks.

In an interview, David M. Glen,

Stanford's director of principal gifts, said that, among other benefits, campaigns bring larger-than-usual gifts from donors—many of whom continue to make gifts of nearly that size after a campaign is over. "A campaign really does have a positive effect because it gets people all pulling in the same direction to achieve some common objective," he said.

Mr. Buchanan said it was unwise for institutions to put so much effort into gearing up for a campaign, conducting it, and then shutting it down—only to "crank it up again" several years later.

"If we could do it only once, and keep it!" said Mr. Buchanan, refer-

ring to the fund-raising momentum built by such drives.

The CASE assembly explored a number of issues ranging from development staffs can become more ethnically diverse to why fund raisers must develop new strategies to deal with the nation's changing demographics. And members approved CASE's new strategic plan to expand the organization's services.

CASE also honored 20 colleges, universities, and secondary schools with its Achievement in Mobilizing Support Awards, which recognize outstanding fund-raising efforts.

For nearly three decades, CASE

has co-sponsored the competition with the USX Foundation, the grant-making arm of the USX Corporation. But after re-evaluating its spending priorities, the foundation withdrew its sponsorship this year.

So CASE has been left to cover the cost. Even so, CASE plans to continue the program in some form because it highlights efforts others can copy. The winners are:

Best total development efforts: University of Arkansas at Fayetteville (doctorate-granting institution); Flat Hill School (private secondary school) with fewer than 2,500 alumni.

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Standards for excellence in individual program effort: Duquesne College (senior-class gift); Harvard U. (liberal arts institution); Pennsylvania State U. (liberal arts institution); State U. of New York (liberal arts institution); College, Ind. (annual fund drive).

Standards for excellence in individual program effort: Birmingham-Southern College (liberal arts institution); Lehigh Valley College (liberal arts institution); Whitman College (liberal arts institution).

Side-lines

The football bowl games got some good news from the House Ways and Means Committee this month.

The panel endorsed a bill that would exempt from taxation the revenues that bowl games and other major sporting events get from their corporate sponsors.

The bill, sponsored by Rep. Ed Jenkins, a Georgia Democrat, was designed to combat a December 1991 ruling by the Internal Revenue Service that declared corporate contributions to be unrelated to the primary mission of bowl games, which is supposed to be education.

The IRS said the Cotton Bowl and the John Hancock Bowl had to pay unrelated-business income tax on the contributions they get from the Kraft Corporation and the John Hancock Mutual Life Insurance Company, respectively. It determined that the corporate contributions to the bowl games usually were payment for the publicity the companies received by having their names attached to the games. The IRS issued new guidelines in January that signaled its intent to be more vigilant against such contributions in the future.

Bowl-game officials complained that the revenue service was exceeding its powers by creating policy, and vowed to seek redress. The bill from Representative Jenkins, if it becomes law, will protect the bowl games from IRS scrutiny on the unrelated-business issue.

Clemson University may have broken National Collegiate Athletic Association rules, but it did so unintentionally, an university official said this month.

Speaking at a meeting of Clemson's trustees, Manning N. Latta, the vice-president for administration, said the university would admit to "business mistakes" in its response this month to NCAA charges of rule breaking in the men's basketball program.

The NCAA has charged Clemson with several major violations of its rules, including an allegation that U.S. Station, the university's deo of admissions and registration, was the NCAA's secretary-treasurer, including a player eligible despite including several of discrepancies between two high-school transcripts submitted by the athlete.

The New Jersey Athletic Conference has voted to curb the use of tobacco products at its events, beginning this fall. The league, which competes at the NCAA's Division III level, barred players, coaches, and other people associated with its members' teams from using tobacco at practices or games.

Although some league officials complained that the conference was dictating moral behavior to adult students, the vote against tobacco use was 19 to 1.

Athletics

Survey Suggests Many Division I Colleges Fail to Graduate Their Black Athletes

Latest NCAA study said to paint too rosy a picture

By Douglas Lederman

A mood of self-congratulation surrounded the National Collegiate Athletic Association's release this month of a report showing that black athletes in Division I graduated at a higher rate than other full-time black students at their colleges.

But a survey of Division I colleges by *The Chronicle* suggests that many institutions have a long way to go toward insuring that black athletes—particularly the males—are getting an adequate education.

Among the findings:
■ At nearly half of the 248 Division I colleges that participated in *The Chronicle* survey, fewer than a third of the black male athletes who enrolled at the institution in 1983 and 1984 had graduated within six years. At 80 of the colleges, fewer than one in every four black male athletes had received a degree within six years.

■ Some institutions graduated tiny proportions of their black athletes. Two of the 46 black athletes who entered Lamar University in 1983 and 1984 graduated within six years, as did 7 of 62 black athletes at Northwestern State University of Louisiana and 6 of 48 black athletes at Arkansas State University.

■ In three leagues that play big-time football, black male athletes had graduation rates below 25 percent: the Big 10 Conference at 23.3 percent, the Big West Conference at 15.7 percent, and the Western Athletic Conference at 23.2 percent. Two other conferences—the Southeastern and the Southwest Athletic—had graduation rates for black male athletes below 30 percent.

'Safety Net' of Support

Black male athletes graduated at a higher rate than other black male students at 129 of the 248 institutions. Yet at many universities that play big-time football, the athletes' rates were lower: Black male students outperformed black male athletes at 8 of 12 institutions in the Southeastern Conference, 5 of the 8 Atlantic Coast colleges that participated in the survey, and 6 of 10 universities in the Pacific-10 Conference.

In announcing the results of the NCAA's study this month, the association's executive director, Richard D. Schultz, said he believed scholarship athletes should graduate at a higher rate than other students, since they are relatively free from the financial pressures that force many students to leave college or to go part time (*The Chronicle*, July 8).

Clifford Adelman, an Education Department researcher who has studied the graduation rates of athletes and other students, noted that athletes also have a "safety net" of support and tutoring that is not generally available to other students. Also,



Tom Hill, assistant athletics director at the U. of Oklahoma: "You don't pick out the worst in the world, and be a smugger better than that, and say you're wonderful."

he said, athletes are much likelier than other students to go directly to college from high school—a move that he said is "one of the strongest predictors" of college success.

Those advantages notwithstanding, Mr. Schultz said he was heartened that athletes in many campuses were more likely to graduate than other students.

But Tom Hill, assistant athletics director for athletics at the University of Oklahoma, said sports officials and college administrators had little to be proud of in that fact, given how low the graduation rates of all students are.

"This idea that 'neither one of us is successful, but you are less successful than me' is pure foolishness," Mr. Hill said. "You don't pick out the worst in the world, and be a smugger better than that, and say you're wonderful."

Response to Congressional Pressure

The NCAA plans to release the graduation rates by race on a college-by-college basis next month.

It agreed to do so in response to pressure from Congress, which passed a law last year requiring all institutions that give athletic scholarships to make public the grad-

"We need to get out of this business of just paying lip service and keeping the status quo. These kids are keeping people in some pretty nice life styles, including myself."

uation rates of their athletes and other students.

The Chronicle asked all 297 Division I institutions for copies of the forms they submitted to the NCAA. Two hundred forty-eight of them provided the graduation-rate information. An additional 11 institutions—the eight Ivy League colleges and the three U.S. service academies—do not give athletic scholarships and hence did not fill out the portions of the form that relate to the graduation rate of scholarship athletes.

'Refined' Data

The rest of the Division I members—38 of them—declined to provide the information or said they could not do so because of problems with the data. Among them were 11 of the 17 historically black colleges in Division I and several major sports powers including Duke, Georgetown, and Pennsylvania State Universities.

The information in the forms differs from previous graduation-rate surveys by the NCAA and *The Chronicle* in two major ways: It offers breakdowns by race, and it provides for each college a "refined" graduation rate that includes athletes who transferred in to the institution. But it excludes those who left the college in good academic standing. (For a discussion of the refined rates, see the story on Page A32.)

The new graduation-rate forms also focus on the entering classes of two consecutive years, 1983-84 and 1984-85, in response to criticism that past surveys were merely a "snapshot" of one instant in time and hence did not reflect patterns of performance. Eventually the NCAA will calculate

Continued on Following Page

Athletes' Graduation Rates: Ask a Simple Question...

By DEBRA E. BLUM
Ask a simple question: What proportion of the scholarship athletes at the University of Central Florida graduate?

And get a not-so-simple answer: 36.4 percent. Or 100 percent. Both numbers. Neither number. Well, it depends.

The 36.4-per-cent rate accounts for all scholarship athletes who came to Central Florida as freshmen in 1983 and 1984 and graduated within six years. The higher rate, the so-called "refined" rate, includes in the calculation athletes who transferred to the university after freshman year, but excludes those who left the institution, in "good academic standing," before graduating and those who still attend it—and are in good standing—after six years of enrollment.

In football, for example, of the 58 players who came to Central Florida in 1983 and 1984, 20 graduated, for a non-adjusted rate of 34.5 per cent.

Adjusted Rate Is Perfect

But the football team for those years also has a refined graduation rate that adds in the 21 athletes who transferred to the institution before graduating and the four who returned to the institution in good standing after six years. All 28 of the athletes in that pool graduated, for an adjusted rate of 100 per cent.

"Both numbers have merit if

they are sufficiently explained, understood, and compared to the proper data," says William G. Calhoun, Central Florida's faculty representative to the National Collegiate Athletic Association. "There are so many people who ask about the graduation rates and my first question back is them, 'What do you mean by grad rates?' Because there are so many different definitions in athletics today."

Seeking Accuracy

Last year, like all other members of the NCAA's Division I, Central Florida gave the association the graduation data for its athletes and other students. The NCAA, prodded by federal legislation intended to help the public assess how well universities are educating their athletes, plans to publish the data next month for the first time on an institution-by-institution basis.

A study of the data by *The Chronicle* shows that the refined rate at most colleges is significantly higher than the overall rate. Florida A&M, Gonzaga, and Ohio State Universities are just a few of the institutions whose refined rates are at least 30 percentage points higher than the regular, unadjusted rates.

The large difference between the rates has divided college-sports officials, lawmakers, and others over which graduation rate—if either—accurately portrays the academic performance of athletes at various institutions.

Those who favor the refined rate



Sara N. McNabb, who oversaw the graduation-rates survey: "The element of subjectivity is the rate's biggest fallacy."

as the sole indicator of a college's success in graduating athletes say institutions should not be held responsible for athletes who leave in good standing before they graduate. Athletes may transfer, they

say, because a favorite coach leaves their institution or because they think they may get more playing time elsewhere. Those who favor the adjusted rate also say an institution should

be given credit when an athlete transfers to that institution and graduates from there.

Critics of the refined rate say the number does not accurately depict the academic performance of athletes who enter institutions as freshmen. Athletes who do not make it through the program—for whatever reason—should not be discounted, they say. Many athletes, they note, leave an institution after their four-year eligibility is up and do not go on to earn a degree. While some may transfer to other institutions and possibly graduate from them, many others will leave college altogether.

Opponents of the refined rate also say the rate is particularly misleading because few institutions keep or report a comparable rate for the overall student body that similarly takes into account transfers in and out of the college.

"We are often left with people comparing apples with oranges, and that's not a fair comparison," says James P. Olanow, director of institutional research at the University of Montana.

'Somewhere Between the Two'

Sara N. McNabb, assistant vice-president for enrollment services at Indiana University and head of the NCAA committee that oversees the graduation-rates survey, says the truest graduation rate is probably somewhere between the unadjusted and the refined rates.

"The refined rate gives us the upper limit, the maximum graduation rate when you take X, Y, and Z into consideration," she says. "The freshmen-cohort rate is the low number. The significant number is somewhere between the two."

Ms. McNabb says the most troublesome aspect of the refined rate is that each institution is left to define for itself the term "good academic standing." The 35-page instruction booklet that accompanied the graduation-rate survey did not include any parameters or minimum standards on how an institution should determine whether a departing athlete is in good standing. (It does, however, include minimum standards for determining the class in which transfer students ought to be placed.)

"The element of subjectivity is the rate's biggest fallacy," Ms. McNabb says. "The only way to reconcile this is to take the institutions' word for it and to assume that all institutions have the same general standards."

An examination of some of the disclosure forms reveals differing, but not widely varying, definitions of good academic standing. One major difference is that some institutions consider students who are on academic probation to be in good standing, while others do not.

Because of the doubts about the validity of both the refined and the unadjusted rates, the NCAA plans to require institutions to send just-eligible athletes and their parents, coaches, and guidance counselors a two-page fact sheet specially prepared by the NCAA for each institution.

The sheet will include a definition of both kinds of graduation rates and the institution's rates for groups broken down by race, sex, and sport.

Athletics

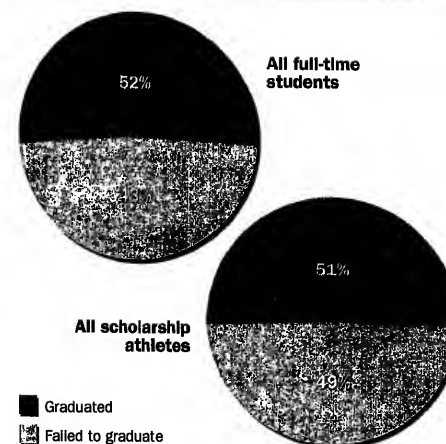
Athletics

A CHRONICLE SURVEY

Graduation Rates of Scholarship Athletes in NCAA Division I

Proportion of freshmen entering college
in 1983 and 1984 who graduated
within 6 years of enrolling

Graduation Rates for Entering Freshmen in 1983 and 1984



■ Graduated
■ Failed to graduate

	White male athletes		Black male athletes		White female athletes		Black female athletes		All athletes		Refined graduation rate	
	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated
Alabama State U	18	43.8%	5	100.0%	19	84.2%	2	50.0%	45	95.7%	41	76.6%
Appalachian State U	44	38.6	20	43.3	54	78.5	3	33.3	95	48.3	80	86.3
Arizona State U	49	40.8	41	24.4	48	80.4	6	18.7	133	30.0	181	47.6
Arkansas State U	38	39.6	43	11.6	11	64.6	6	20.0	100	28.0	80	36.3
Ashum U	55	61.6	47	21.5	28	78.8	12	50.0	148	50.7	113	89.9
Austin Peay State U	37	37.6	31	19.4	11	45.6	13	30.8	62	31.6	87	43.3
Ball State U	69	56.5	39	71.8	16	66.3	4	75.0	129	61.2	111	81.1
Boiler U	0	0	0	0	0	0	0	0	0	0	97	71.1
Brigham-Cookman C	0	0	0	0	0	0	0	0	0	0	18	77.8
Brown State U	40	35.0	0	11.1	23	39.1	8	40.0	69	34.9	84	59.5
Boston C	57	86.0	18	88.7	27	100.0	3	100.0	105	86.6	96	98.9
Boston U	0	0	0	0	0	0	0	0	0	0	0	0
Bowling Green State U	72	50.0	27	40.7	60	74.0	2	100.0	133	65.8	159	71.1
Bradley U	30	66.7	5	60.0	28	64.3	3	33.3	66	63.6	66	84.8
Brigham Young U	0	0	0	0	0	0	0	0	0	0	0	0
Brooklyn C	6	40.0	7	0.0	8	0.0	2	0.0	13	11.5	8	68.7
Bucknell U	51	92.2	6	100.0	12	100.0	8	0	78	89.7	77	94.8
Butler U	0	0	0	0	0	0	0	0	0	0	0	0
California State U at Fresno	40	22.6	11	18.2	27	44.4	4	80.0	83	44.4	112	49.2
California State U at Fullerton	36	27.8	16	8.3	28	25.0	1	0.0	79	17.5	84	39.3
California State U at Long Beach	28	35.4	13	7.7	16	88.0	8	0.0	65	24.6	55	34.5
California State U at Northridge	27	11.1	11	0.0	20	20.0	1	100.0	65	13.8	84	29.8
California State U at Sacramento	28	40.4	6	33.3	0	0	0	0	0	0	219	45.2
Campbell U	0	0	0	0	0	0	0	0	0	0	0	0
Case Western C	20	60.0	2	0.0	0	0	1	100.0	0	0	32	93.8
Clemson U	26	65.4	2	100.0	0	0	0	0	0	0	28	85.7
Central Connecticut State U	0	0	3	0.0	1	0.0	0	0	0	0	9	44.4
Central Michigan U	0	0	16	62.6	3	0.0	0	0	0	0	120	88.3
Charleston Southern U	0	0	30	26.7	0	0	0	0	0	0	37	86.2
Chicago State U	0	0	6	12.6	0	0	4	25.0	0	0	23	26.1
The Citadel	0	0	16	50.0	0	0	0	0	0	0	70	80.0
Clemson U	0	0	33	39.4	0	0	1	100.0	0	0	119	77.3
Cleveland State U	0	0	11	27.3	0	0	0	0	0	0	61	66.6

I did not supply information

I declined to provide this information, citing privacy concerns

Information not available or not applicable

The refined graduation rate adds to the number of incoming freshmen those athletes who transferred into an institution after their first year, but excludes from the calculation those who left the institution in good academic standing or, as indicated by the asterisk, who were not in good standing after their sixth year.

Note: The figures for all athletes include those of all racial and ethnic groups. The data by League colleges and those of U.S. member institutions do not include international students, and hence do not fit the same definition of the graduation rates from covering scholarship athletes.

Continued on Following Page

Survey Suggests Many Division I Colleges Fail to Graduate Black Athletes

Continued From Preceding Page
into a four-year rolling average for each institution.

One sponsor of the disclosure legislation, Sen. Bill Bradley, the New Jersey Democrat, said he was deeply troubled by the low graduation rates of blacks—athletes and non-athletes alike. Black athletes, male and female, lag about 20 percentage points behind their white counterparts, on average, in Division I. Senator Bradley called for more research into the reasons for the gap.

'Just Playing Lip Service'

Many sports officials and academics agree that that is by far the most vexing finding in the graduation-rate data.

Mr. Hill of Oklahoma said: "We need to get out of this business of just playing lip service and keeping the status quo. These kids are keeping people in some pretty nice life styles, including myself."

"Some of these black males in football and basketball are leaving before concluding their education for another opportunity, like professional sports," he added.

But I will say this: The vast majority are not making their living in professional athletics."

To people like Harry Edwards, professor of sociology at the University of California at Berkeley, the low graduation rate of black athletes is evidence that colleges are primarily interested in blacks

for their sports skills, not for their intellectual ability.

"Somewhere between 60 and 70 per cent of black athletes never graduate," Mr. Edwards said. "Under those circumstances there is no way to justify the set of arrangements" that find colleges recruiting black athletes more intensely than they pursue other black students.

Mr. Adelman of the Education Department said the explanation for the gap between blacks and whites was simply the difference in their educational preparation. "If you took kids with equal preparation, regardless of race and socioeconomic status, they would graduate at roughly the same rates," he said.

Sara N. McNabb, assistant vice-president for enrollment services at Indiana University and chairwoman of the NCAA committee created to decide how to gather the graduation data, said that why the gap exists is less significant than how to narrow it.

"What's important is, we need to improve," she said.

Optimism About Changes

Many college-sports officials believe that changes implemented by the NCAA since the athletes in this study entered college will raise graduation rates in the future. They note that the 1983 and 1984 classes started college before the association forced Proposition 48, which in 1986 forced Division I athletes to

meet minimum core-curriculum, grade-point-average, and standardized-test requirements to be eligible to participate as freshmen.

Athletes previously had been required only to attain a 2.0 high-school grade-point average to be eligible to play in their first year.

At last January's convention of the NCAA, the standards were fir-

"I'm worried that the more we play up the completion rate, the more everybody's going to graduate, whether they deserve to or not."

ther toughened; those rules will take effect in 1996.

While many institutions still recruit and enroll athletes who do not meet the standards, others have stopped recruiting them or at least have tried harder to insure that the athletes they recruit have a chance of succeeding academically.

Said Rudy Davalos, athletics director at the University of Houston, which graduated just one of the 49 black male athletes who entered as freshmen in 1983 and 1984:

"The NCAA rules that have come into play have made a big difference, and the rates are going to be better," he said. The graduation rate of athletes who entered Hous-

on in 1986 was 38 per cent, more than twice as high as the rate for all athletes at Houston for the 1983 and 1984 entering classes.

Others say that rising standards alone isn't enough. Richard Lapchick, director of the Center for the Study of Sport in Society at Northeastern University, said universities must improve their support services and make sure that blacks are made to feel at home on their campuses. The social isolation that many blacks feel at predominantly white colleges hurts their academic performance, he said.

Seen as Consumer Measure

The sponsors of the federal legislation requiring publication of the graduation rates portrayed it as a consumer measure that would help educated parents make a more educated choice about college.

Most sports officials and higher-education administrators agree that as part of the drive for more accountability for colleges and schools, publication of the rates is a good idea. But many of them worry that putting too much emphasis on graduation rates may result in people's getting meaningless degrees in useless programs.

"I'm worried that the more we play up the completion rate, the more everybody's going to graduate, whether they deserve to or not," Mr. Adelman said.

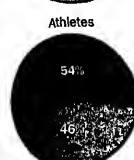
"As one of several measures, it's fine," he said. "But, by itself, it isn't that helpful."

Graduation Rates of Scholarship Athletes in NCAA Division I CONTINUED

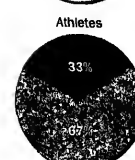
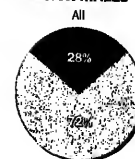
	White male athletes		Black male athletes		White female athletes		Black female athletes		All athletes		Refined graduation rate ¹	
	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated
Colgate U	84	84.8%	14	92.0%	40	80.0%	2	100.0%	144	86.1%	124	100.0%
C of Charleston †												
C of the Holy Cross	33	81.8	7	71.4	26	92.0	1	100.0	66	84.8	56	100.0
C of William and Mary	42	83.3	10	80.0	—	—	—	—	61	80.3	53	96.6
Colorado State U	43	66.1	11	45.5	24	82.8	0	—	82	85.0	81	70.4
Coppin State U †												
Creighton U	30	95.7	2	50.0	14	87.1	1	100.0	49	89.2	36	86.1
Davidson C	18	80.0	7	71.4	—	—	—	—	22	77.3	21	81.0
Delaware State U †												
De Paul U	20	85.0	5	30.0	15	78.0	3	66.7	43	71.1	34	94.1
Drake U	20	40.0	4	75.0	21	81.9	4	25.0	86	48.1	35	82.9
Drexel U	41	68.3	8	100.0	26	80.8	1	100.0	76	76.3	63	92.1
Duke U †												
Duquesne U	20	80.0	5	80.0	19	87.9	1	100.0	45	76.1	40	87.6
East Carolina U	48	84.3	46	47.8	28	87.7	7	87.1	127	82.8	109	73.6
East Tennessee State U	36	83.3	17	29.4	18	80.0	2	0.0	72	47.2	61	80.7
Eastern Illinois U	40	85.0	15	53.3	20	70.0	1	100.0	76	58.2	79	86.1
Eastern Kentucky U	58	81.8	42	14.3	26	44.8	14	28.6	140	40.7	127	56.7
Eastern Michigan U	67	80.8	13	15.4	48	56.3	3	0.0	131	45.8	81	67.0
Eastern Washington U												
Fairfield U	11	84.8	1	0.0	9	100.0	2	100.0	24	75.0	22	86.4
Fairleigh Dickinson U	17	14.3	7	14.3	8	50.0	3	0.0	32	31.3	36	58.3
Florida A&M U	0	—	73	26.0	1	0.0	42	26.6	123	28.8	81	86.3
Florida International U	6	50.0	4	75.0	15	86.7	0	—	40	87.5	87	65.5
Florida State U	59	40.7	26	42.8	46	80.0	15	83.3	107	44.8	120	70.6
Fordham U												
Furman U	28	80.3	14	82.9	28	80.7	2	60.0	132	87.9	119	96.6
George Mason U	20	47.9	7	42.9	17	70.6	8	37.5	86	58.4	48	90.7
George Washington U	22	86.3	5	80.0	30	73.3	3	66.7	63	79.4	64	95.3
Georgetown U												
Georgia Institute of Technology	36	88.9	36	58.3	11	72.7	3	33.3	121	80.3	104	75.0
Georgia Southern U	22	89.4	17	29.4	8	50.0	2	60.0	36	48.3	84	87.4
Georgia State U	10	30.0	3	0.0	8	33.3	3	0.0	25	24.0	21	76.2
Gonzaga U	12	80.0	0	—	13	46.2	0	—	25	56.0	28	92.9
Grambling State U †												
Hofstra U †												
Howard U	0	—	67	36.6	—	—	26	46.4	126	36.9	107	48.8
Idaho State U	42	36.1	10	10.0	18	44.4	3	33.3	80	35.0	79	84.6
Illinois State U	78	44.7	19	26.3	18	64.8	6	33.3	108	48.4	136	66.9
Indiana State U	49	55.1	19	26.3	20	88.8	6	0.0	101	50.8	101	82.4
Indiana U	55	58.6	26	48.2	18	88.9	4	50.0	100	58.9	160	73.7
Iona C	13	61.5	6	66.7	10	100.0	0	—	29	68.0	28	92.3
Iowa State U	94	41.2	28	16.0	17	77.2	6	50.0	144	48.8	190	66.4
Jackson State U †												
Jacksonville U												
Jamaica U	8	0.0	0	—	0	—	0	—	8	0.0	14	26.6
Kansas State U	34	50.0	—	—	7	77.6	9	77.6	126	84.8	108	78.7
Kent State U	16	25.0	—	—	6	60.0	—	—	64	61.1	155	58.6
Lafayette C	23	30.4	—	—	13	46.2	—	—	126	50.8	147	61.2
Lamar U	6	75.0	—	—	2	100.0	—	—	8	12.5	73	91.8
La Salle U	44	4.6	—	—	2	0.0	—	—	127	11.5	134	24.6
Lehigh U	0	—	—	—	0	—	—	—	0	—	40	96.0
Liberty U	12	80.0	—	—	0	—	—	—	12	80.0	108	90.6
Liberty U	16	86.3	—	—	1	100.0	—	—	17	87.7	93	84.8
Long Island U—Brooklyn Center	10	30.0	—	—	15	63.3	—	—	25	47.7	86	86.4
Louisiana State U	68	13.2	—	—	17	35.3	—	—	107	15.7	164	42.9
Louisiana Tech U	31	22.6	—	—	4	75.0	—	—	35	18.6	81	68.6
Loyola C (Md)	3	66.7	—	—	1	0.0	—	—	4	75.0	44	78.5
Loyola Marymount U	1	100.0	—	—	0	—	—	—	1	0.0	26	89.2
Loyola U of Chicago	3	66.7	—	—	0	—	—	—	3	66.7	41	92.7
Marquette C	4	75.0	—	—	2	80.0	—	—	6	100.0	20	100.0
Marist C	6	40.0	—	—	1	0.0	—	—	7	77.6	9	77.6
Marquette U	3	33.3	—	—	1	100.0	—	—	4	100.0	61	96.1
Marshall U	20	35.0	—	—	2	50.0	—	—	22	50.0	63	61.1
McNeese State U †												
Memphis State U	28	21.4	—	—	6	0.0	—	—	34	0.0	86	74.6
Mercer U	4	50.0	—	—	1	100.0	—	—	5	100.0	11	72.7

Graduation Rates for Entering Freshmen in 1983 and 1984

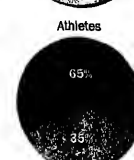
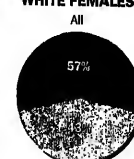
WHITE MALES



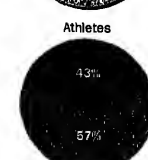
BLACK MALES



WHITE FEMALES



BLACK FEMALES



	White male athletes		Black male athletes		White female athletes		Black female athletes		All athletes		Refined graduation rate ¹	
	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated
Miami U	84	87.0%	20	30.0%	51	74.5%	1	0.0%	166	63.7%	150	74.7%
Michigan State U	73	88.8	29	37.0	40	82.5	8	62.5	167	84.1	186	78.8
Midwest Tennessee State U	25	34.6	32	25.0	15	80.0	3	33.3	76	34.6	73	48.6
Mississippi State U	83	88.1	17	27.0	81	88.1	2	50.0	133	82.6	99	79.8
Mississippi Valley State U	0	—	82	46.1	0	—	28	42.9	110	44.6	131	37.4
Monmouth C (NJ)	32	88.8	10	80.0	6	83.3	4	25.0	63	82.3	43	78.7
Montana State U												
Morehead State U	43	65.8	23	13.0	11	63.6	0	—	82	41.6	76	71.6
Morgan State U †												
Mount Saint Mary's C	13	84.8	4	25.0	—	—	4	75.0	—	—	33	81.8
Murray State U	49	61.2	33	24.2	—	—	3	33.3	—	—	70	70.0
New Mexico State U	48	33.3	27	22.2	—	—	4	100.0	—	—	140	64.3
Niagara U	15	96.7	2	100.0	12	84.8	1	100.0	30	76.0	32	90.6
North Carolina U	111	26.8	21	17.0	29	15.8	6	20.0	99	15.8	80	68.3
North Carolina A&T U †												
North Carolina State U	84	57.1	25	22.0	11	72.7	7	71.4	—	—	141	88.0
Northwest Louisiana U	68	26.1	37	27.0	—	—	11	64.6	—	—	117	67.8
Northwestern Illinois U †												
Northwestern U	80	71.7	18	36.9	—	—	8	50.0	—	—	103	84.8
Northwestern U (La)	16	33.3	4	25.0	—	—	0	—	—	—	19	73.7
Northern Illinois U	86	87.8	19	36.8	—	—	2	0.0	—	—	112	65.2
Northwestern State U (La)	61	29.8	56	8.6	—	—	4	50.0	—	—	88	38.6
Northwestern U †												
Ohio State U	67	56.7	24	25.0	—	—	9	66.7	—	—	96	88.8
Ohio U	66	75.5	19	83.2	—	—	4	50.0	—	—	126	88.9
Oklahoma State U	—	—	31	22.6	—	—	1	0.0	—	—	92	43.5
Old Dominion U	—	—	3	66.7	—	—	3	33.3	—	—	83	60.3
Oregon State U	—	—	26	54.3	—	—	4	0.0	—	—	83	89.2
Pennsylvania State U †												
Pennsylvania U	—	—	5	20.0	—	—	2	0.0	—	—	41	70.7
Public View A&M U †												
Purdue C	—	—	2	100.0	—	—	1	0.0	—	—	54	100.0
Purdue U	—	—	31	32.2	—	—	9	55.6	—	—	164	70.1
Rice U	—	—	4	75.0	—	—	5	80.0	—	—	46	82.2
Rice U	—	—	26	73.1	—	—	7	100.0	—	—	122	85.2
Rider C	—	—	4	100.0	—	—	0	—	—	—	68	81.0
Robert Morris C (Pa)	—	—	5	20.0	—	—	8	38.8	—	—	39	71.8
Rutgers U	—	—	18	44.4	—	—	6	83.3	—	—	97	89.7
Saint Bonaventure U	—	—	6	83.3	—	—	1	100.0	—	—	31	100.0
Saint Francis C (NY)	—	—	8	50.0	—	—	0	—	—	—	33	61.6
Saint Francis C (Pa)	—	—	2	50.0	—	—	0	—	—	—	12	91.7

† Did not provide information

* Based on the information provided by the colleges and universities who did not provide information on their graduation rates for entering freshmen in 1983 and 1984.

The refined graduation rate adds to the number of incoming freshmen those athletes who transferred into an institution after their first year, but excludes from the calculation those athletes who left the institution or good academic standing before, or continued to be enrolled in good standing after, their sixth year.

Note: The figures for all athletes include those of all racial and ethnic groups. The figures for women athletes and those U.S. service academy athletes do not give athletes scholarships, and hence did not fill out the sections of the graduation rate form covering scholarship athletes.

Continued on Following Page

Graduation Rates of Scholarship Athletes in NCAA Division I CONTINUED

How Division I-A Leagues Compare



Atlantic Coast Conference

12 members, all responded	
All full-time students	68.9%
All scholarship athletes	61.6
White male students	67.3
White male athletes	62.8
Black male students	41.0
Black male athletes	45.2



Big Eight Conference

12 members, all responded	
All full-time students	51.8%
All scholarship athletes	47.4
White male students	51.2
White male athletes	50.3
Black male students	19.9
Black male athletes	23.3



Big East Football Conference

12 members, all responded	
All full-time students	67.7%
All scholarship athletes	63.7
White male students	68.1
White male athletes	67.5
Black male students	42.5
Black male athletes	43.0



Big Ten Conference

12 members, all responded	
All full-time students	62.7%
All scholarship athletes	56.3
White male students	62.6
White male athletes	60.6
Black male students	33.7
Black male athletes	43.2

Note: The proportions for athletes are based on scholarship holders who entered college in fall 1989 and fall 1990. The proportions for all students are based only on the entering class of 1990.

	White male athletes		Black male athletes		White female athletes		Black female athletes		All athletes		Revised graduation rate %	
	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated
Saint John's U †												
Saint Joseph's U	21	78.2%	4	100.0%	14	92.9%	2	100.0%	42	88.7%	40	92.6%
Saint Louis U	11	81.6	2	100.0	23	91.3	0	—	36	84.6	33	100.0
Saint Mary's C of California	37	70.3	6	33.3	—	—	—	—	46	67.4	47	66.1
Saint Peter's C	5	50.0	3	66.7	2	50.0	4	25.0	12	41.7	16	62.5
Sanford U †												
San Houston State U			35	27.3			6	40.0	406	33.3	116	46.6
San Diego State U †												
San Jose State U	36	26.6	6	0.0	26	66.0	4	0.0	66	36.6	52	63.5
Santa Clara U	47	78.7	7	42.9	9	77.8	1	100.0	60	76.8	60	88.9
Seton Hall U †												
Slane C	4	50.0	3	66.7	5	60.0	0	—	13	69.2	10	90.0
South Carolina State C			69	42.7			29	58.6	110	48.2	104	62.9
Southwest Missouri State U †												
Southeastern Louisiana U	50	32.0	21	6.6	36	72.2	4	78.0	104	33.7	67	61.4
Southern Illinois U at Carbondale	36	25.0	36	36.9	86	64.8	9	66.7	126	64.0	135	74.6
Southern Methodist U	50	50.0	24	28.0	16	78.0	3	33.3	95	46.3	90	66.2
Southern U †												
Southern Utah U †												
Southwest Missouri State U	12	33.3					1	0.0	12	33.3	143	67.1
Southwest Texas State U	34	23.6					19	20.0	53	32.2	114	50.9
Stanford U	10	50.0					0	—	10	50.0	116	94.6
State U of New York at Buffalo †												
Stephen F Austin State U	36	22.2					8	37.5	44	25.0	99	55.6
Stetson U	5	20.0					9	11.1	14	20.0	60	78.3
Syracuse U	20	50.0					6	66.7	26	50.0	99	80.8
Temple U †												
Tennessee State U †												
Tennessee Technological U	10	100.0					1	100.0	11	100.0	83	66.3
Texas A&M U	43	11.6					8	12.5	51	11.6	148	46.6
Texas Christian U	27	61.9					0	—	27	61.9	66	62.4
Texas Southern U †												
Texas Tech U	27	11.1					4	0.0	31	11.1	107	67.0
Towson State U	8	62.5					0	—	8	62.5	61	92.2
Tulane U	20	20.0					6	100.0	26	20.0	118	77.4
U of Akron	12	39.3					2	0.0	14	39.3	110	71.8
U of Alabama	34	17.6					6	0.0	40	17.6	99	46.9
U of Alabama at Birmingham	7	0.0					8	12.5	15	12.5	65	49.2
U of Arizona	27	28.0					9	55.6	36	28.0	139	55.6
U of Arkansas at Fayetteville	40	40.0					6	50.0	46	40.0	99	62.6
U of Arkansas at Little Rock †												
U of California at Berkeley	32	65.6					8	60.0	40	65.6	141	78.7
U of California at Irvine	3	0.0					4	25.0	7	25.0	50	80.0

Athletes

Big West Conference

12 members, all responded	
All full-time students	45.3%
All scholarship athletes	38.3
White male students	47.3
White male athletes	35.3
Black male students	20.7
Black male athletes	15.7



PacifiC-10 Conference

20 members, all responded	
All full-time students	58.1%
All scholarship athletes	54.0
White male students	57.3
White male athletes	55.3
Black male students	39.4
Black male athletes	38.6

Southwest Athletic Conference

7 members, all responded	
All full-time students	58.4%
All scholarship athletes	48.5
White male students	58.4
White male athletes	47.7
Black male students	32.6
Black male athletes	29.1

Mid-American Conference

12 members, all responded	
All full-time students	49.2%
All scholarship athletes	56.8
White male students	48.3
White male athletes	58.8
Black male students	26.7
Black male athletes	45.1



Southeastern Conference

12 members, all responded	
All full-time students	52.6%
All scholarship athletes	45.7
White male students	50.8
White male athletes	51.7
Black male students	33.1
Black male athletes	26.4



Western Athletic Conference

8 members, all responded	
All full-time students	42.8%
All scholarship athletes	47.7
White male students	41.0
White male athletes	49.7
Black male students	23.4
Black male athletes	23.2

	White male athletes		Black male athletes		White female athletes		Black female athletes		All athletes		Revised graduation rate %	
	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated
U of California at Los Angeles	59	69.5%	24	41.7%	38	65.8%	6	83.3%	131	60.3%	163	65.0%
U of California at Santa Barbara	25	50.0	4	25.0	19	63.2	1	0.0	51	58.8	60	76.7
U of Central Florida	40	36.6	20	20.7	13	63.6	4	0.0	110	36.4	101	100.0
U of Cincinnati	59	63.6	33	18.2	21	68.7	6	40.0	119	44.0	103	68.3
U of Colorado at Boulder	49	67.3	10	50.0	19	26.3	1	0.0	89	55.6	90	71.1
U of Connecticut	49	61.0	17	47.1	30	77.8	0	—	104	66.7	108	76.9
U of Dayton	3	0.0	3	100.0	2	100.0	1	100.0	9	66.7	9	66.7
U of Delaware	32	56.3	17	35.3	9	100.0	2	100.0	60	63.3	49	71.4
U of Detroit †												
U of Evansville	30	66.4	4	25.0			0	—			69	68.4
U of Florida	60	48.3	34	17.6			6	50.0			102	81.4
U of Georgia	53	63.6	38	10.5	14	63.3	10	40.0			120	67.1
U of Hartford	24	58.3	4	100.0	26	61.5	1	100.0			65	94.8
U of Hawaii	23	72.0	10	50.0	14	64.3	2	100.0			108	78.7
U of Houston	56	23.2	49	2.0	23	26.1	16	20.0			143	22.4
U of Idaho	68	44.8	11	27.3			0	—			86	66.3
U of Illinois at Chicago	57	26.8	8	25.0			6	16.7			76	66.3
U of Illinois at Urbana-Champaign	72	63.0	23	65.2			3	66.7			130	86.2
U of Iowa	54	73.8	26	35.7			11	63.6			138	79.7
U of Kansas	30	63.3	17	29.4			8	50.0			162	63.8
U of Kentucky	38	55.3	26	46.2			6	80.0			93	86.2
U of Louisville	37	41.9	20	18.4			9	44.4			91	63.7
U of Maine	11	54.5	4	50.0			0	—			86	80.2
U of Maryland-Baltimore County	13	100.0	4	50.0			1	0.0			16	68.8
U of Maryland at College Park	23	21.7	28	23.1			6	0.0			174	69.5
U of Maryland-Eastern Shore	25	16.0	25	16.0			25	32.0			28	46.4
U of Massachusetts at Amherst	3	0.0					1	100.0			75	77.3
U of Miami												
U of Michigan	29	44.8									148	83.1
U of Minnesota-Twin Cities	27	18.5					1	0.0			149	52.3
U of Mississippi	42	35.7					5	0.0			96	72.9
U of Missouri at Columbia	26	19.2					5	40.0			164	56.5
U of Missouri at Kansas City †												
U of Montana	9	0.0					0	—			71	71.8
U of Nebraska	25	36.0					8	44.4			168	68.6
U of Nevada at Las Vegas	35	29.0					11	36.4			116	42.2
U of Nevada at Reno	11	54.5					0	—			84	68.8
U of New Hampshire	11	36.4					0	—			73	82.2
U of New Mexico	33	21.2					2	0.0			107	73.0

† Data not available or not applicable.
 ‡ Due to low graduation rate (less than 10%) of incoming freshmen, these athletes were transferred into an institution after two years and are thus excluded from the calculation. These athletes are not included in the graduation rate calculation.

1 The revised graduation rate adds to the number of incoming freshmen those athletes who transferred into an institution after two years and are thus excluded from the calculation. These athletes are not included in the graduation rate calculation.

Note: The figures for all athletes include those of all racial and ethnic groups. The data for League colleges and those U.S. service academies do not give athletes' scholarship status, and hence did not fill out these sections of the graduation-rate form covering scholarship athletes.

Continued on Following Page

Graduation Rates of Scholarship Athletes in NCAA Division I CONTINUED

	White male athletes		Black male athletes		White female athletes		Black female athletes		All athletes		Refined graduation rate	
	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated
U of New Orleans	17	23.0%	6	0.0%	7	85.7%	1	0.0%	32	31.3%	51	33.3%
U of North Carolina at Asheville	14	35.7	2	50.0	11	83.6	4	25.0	33	45.5	26	56.0
U of North Carolina at Chapel Hill	80	78.3	34	64.7	51	80.4	10	80.0	181	74.0	179	89.9
U of North Carolina at Charlotte	22	27.3	6	0.0	19	73.7	5	20.0	54	42.6	34	67.8
U of North Carolina at Greensboro												
U of North Carolina at Wilmington	45	73.3	14	64.3	30	73.3	8	44.4	98	68.4	82	82.8
U of North Texas	54	31.6	35	14.3	12	60.0	7	14.3	114	27.2	101	54.6
U of Northern Iowa	33	75.8	17	28.4	35	82.9	0	—	102	58.8	101	70.3
U of Notre Dame	50	78.0	21	65.7	17	82.4	1	100.0	82	80.4	77	96.1
U of Oklahoma	67	57.3	33	21.2	30	46.7	8	50.0	175	34.8	161	51.0
U of Oregon	81	37.7	21	19.0	43	63.6	5	80.0	146	41.8	152	51.3
U of the Pacific	19	57.9	8	16.7	19	73.7	0	—	46	80.4	98	82.7
U of Pittsburgh	40	82.6	33	42.4	20	75.0	2	0.0	114	54.4	106	86.7
U of Portland	37	40.6	4	0.0	15	66.7	0	—	84	46.9	71	66.2
U of Rhode Island	52	86.4	9	33.3	29	56.2	3	0.0	103	56.3	80	74.4
U of Richmond	66	71.4	10	40.0	14	86.7	1	100.0	81	70.4	88	88.2
U of San Diego	12	83.3	0	—	17	84.7	0	—	30	73.3	37	91.8
U of San Francisco	7	87.1	1	100.0	7	85.7	1	100.0	27	70.4	32	84.4
U of South Alabama												
U of South Carolina	67	65.2	35	34.3	42	68.0	0	—	148	64.1	144	63.8
U of South Carolina-Coastal Carolina C	24	41.7	8	33.3	15	60.0	5	0.0	54	40.7	80	80.0
U of South Florida	47	48.9	7	14.3	20	50.0	8	68.7	83	48.2	79	67.1
U of Southern California	43	48.8	25	32.1	27	70.3	7	57.1	115	50.4	112	58.0
U of Southern Mississippi	50	38.0	43	30.2	22	41.7	3	33.3	111	35.1	77	50.6
U of Southwestern Louisiana	38	34.2	36	25.3	9	22.2	6	33.3	95	28.5	63	44.4
U of Tennessee at Chattanooga	57	38.6	31	25.8	17	70.6	9	44.4	115	40.0	102	54.9
U of Tennessee at Knoxville	92	60.0	48	26.3	28	60.7	13	58.2	182	48.7	122	67.2
U of Texas at Arlington	18	16.7	10	20.0	22	18.2	2	0.0	54	18.5	59	32.2
U of Texas at Austin	83	41.0	34	11.6	48	73.6	4	25.0	193	44.0	174	58.0
U of Texas at El Paso	31	32.3	43	11.6	16	26.0	8	37.5	117	24.8	74	38.2
U of Texas-Pan American	15	8.7	4	25.0	8	33.3	1	0.0	96	25.8	67	38.6
U of Texas at San Antonio	12	41.7	8	12.5	16	31.8	6	12.5	63	30.2	69	54.2
U of Toledo	86	48.2	11	18.2	43	58.6	7	0.0	120	43.3	83	82.7
U of Tulsa	39	59.6	25	20.0	19	78.7	0	—	92	49.9	78	69.2
U of Utah	61	37.7	3	33.3	43	68.0	0	—	137	51.1	85	82.4
U of Vermont	17	76.9	0	—	17	82.4	2	100.0	45	76.5	37	91.9
U of Virginia	82	83.7	29	62.1	46	86.7	8	87.5	176	80.7	158	93.1
U of Washington	50	52.0	25	28.0	39	72.4	3	33.3	119	62.1	112	58.0
U of Wisconsin at Green Bay	18	38.9	3	0.0	16	43.8	0	—	37	37.8	27	55.6
U of Wisconsin at Madison	63	60.2	20	50.0	37	73.7	5	60.0	154	51.6	141	78.0
U of Wisconsin at Milwaukee	9	66.6	0	—	21	66.7	3	0.0	34	55.6	27	70.4
U of Wyoming	68	61.6	19	15.8	29	48.0	3	33.3	100	48.2	124	64.5
Utah State U												
Vanderbilt U	33	48.6	8	16.7	24	58.7	0	—	72	52.9	56	61.8
Vanderbilt U	57	66.7	16	37.5	21	76.9	3	100.0	102	66.7	80	63.3
Villanova U												
Virginia Commonwealth U	27	41.4	6	0.0	21	70.6	5	40.0	60	51.3	85	70.6
Virginia Military Institute	51	55.5	30	63.3	—	—	—	—	122	61.6	79	61.1
Virginia Polytechnic Institute and State U	44	56.8	31	18.4	—	—	—	—	122	61.6	79	61.1
Wagner C	30	50.0	4	75.0	—	—	—	—	34	55.9	22	59.1
Walla Walla U	25	56.0	20	40.0	—	—	—	—	45	59.2	33	77.1
Washington State U	17	41.7	18	33.3	—	—	—	—	35	47.4	25	56.9
Webster State U	22	22.9	18	13.3	—	—	—	—	40	40.0	130	56.9
West Virginia U	18	38.9	18	38.9	—	—	—	—	36	55.6	77	55.6
Western Carolina U	28	27.8	—	—	—	—	—	—	28	27.8	—	—
Western Illinois U	8	33.3	—	—	—	—	—	—	8	33.3	—	—
Western Kentucky U	30	33.3	—	—	—	—	—	—	30	33.3	—	—
Western Michigan U	27	37.0	—	—	—	—	—	—	27	37.0	—	—
Western State U	30	16.7	—	—	—	—	—	—	30	16.7	—	—
Winthrop C	3	0.0	—	—	—	—	—	—	3	0.0	—	—
Wright State U	7	42.9	—	—	—	—	—	—	7	42.9	—	—
Zavay U (Ohio)	6	80.0	—	—	—	—	—	—	6	80.0	—	—
Youngstown State U	23	47.8	—	—	—	—	—	—	23	47.8	—	—
NCAA totals	5,777	38.0%			1,382	43.0%			22,993	68.0%		

1. Does not supply information.
2. Does not provide this information, citing privacy concerns.
3. Information not available or not applicable.

The refined graduation rate adds to the number of incoming freshmen those athletes who transferred from other institutions after their first year, but excludes from the calculation those athletes who left the institution to attend graduate school or, as continued to be enrolled in good standing after their sixth year.

Note: The figures for all athletes include those of all racial and ethnic groups. The slight by League college athletes and those U.S. service academy athletes are not included in the totals. The figures do not include those athletes of the graduation-rate form covering athletes.

Dispatch Case

An-Najah University in the occupied West Bank last week provided Israel's new government with its first major act of will.

One day after the government was installed, Israeli troops surrounded the university in Nablus in pursuit of an unspecified number of Palestinian gunmen who military authorities said had entered the campus.

The soldiers did not enter the campus, and the army announced that people were free to come and go, although they would be subject to search. Sources at An-Najah, however, said the army had kept people from entering or leaving. Disturbances in Nablus to protest the incident prompted military authorities to close most of the city and keep journalists out.

"We were surprised by the local news. We had done nothing to justify such an action," said Nayif Abu Khalas, chairman of the university's political-science department, who was reached by telephone at the campus. "They asked us to evacuate and said that anyone inside must go through a security checkpoint. We refused this unprecedented demand."

At a press conference, General Dumay Yezan, commander of Israel's Central Command, reiterated that the army was not preventing anyone from leaving the campus or allowing it to search any one of those who chose to leave. He said, however, that the army was determined to capture the gunmen.

An-Najah enrolls 2,700 students and has 400 employees. Estimates of how many people were on the campus when it was surrounded by the army ranged from 1,000 to 4,000.

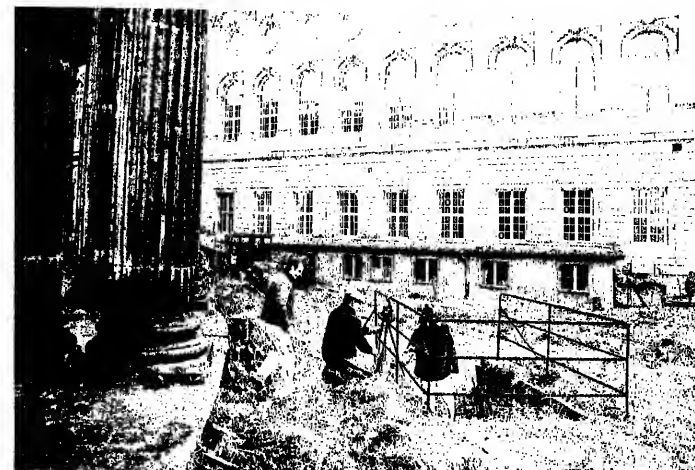
Army representatives dismissed the situation with the university's trustees but reached no agreement. The army informed the board that it was moving the soldiers farther away from the university campus. Still, the situation remained on a standstill last week. Some reports said the students and faculty members had barricaded themselves in.

The army's action took on broader implications because it came on the day of the first student-government elections at An-Najah since the university was allowed to reopen in October. It had been closed under military order for nearly four years.

With Israel's new government committed to reaching an agreement on autonomy for the Palestinians in the occupied West Bank and Gaza Strip, one of the first stages of which would be elections in the territories—General Yezan emphasized that the army had no intention of interfering with the campus elections.

The elections were won by a group affiliated with Yasser Arafat's Al Fatah organization, which reports the peace talks with Israel.

International



Workers at the University of Potsdam, which is undergoing major repairs and renovations as part of its transformation from a teachers' college to a research institution.

1,500 Scientists Sent to Universities in Eastern Germany

Project is part of restructuring of higher education in 5 new states

By Taryn Toro

POTSDAM, GERMANY — GERMANY IS SHEDDING nearly 1,500 research scientists back to school. The researchers, nearly all of them former employees of the now disbanded East German Academy of Sciences, are participating in a government plan aimed at putting high-powered scientific expertise back into the college classrooms of eastern Germany.

The project, the "Scientists Integration Program," is part of an overall effort to restructure higher education in the five new states that made up East Germany. Long considered a research elite, scientists in East Germany worked undisturbed for decades behind the closed doors of the Academy of Sciences. The collapse of the East German government and the academy's subsequent dissolution led to the reorganization of some of its research institutes and the closing of many others. While some of the academy's researchers found work at institutes that remained open, thousands of others—social as well as natural scientists—ended up without any jobs.

Now, under the government's plan, many of those scholars are being given two years of support, during which they work on special research projects at a "partner" university.



Werner Schade, who is assigned to Potsdam's Institute for Biotechnology. "We're paying for things like phone bills and faxes out of our own pockets."



Ludwig Brethner, a physicist at Potsdam. "The bureaucracy is so large. There is the program bureaucracy, then the university's administration."



Dieter Martin, a chemist at the U. of Potsdam. "We've really got to play catch-up, and western Germans don't always understand that."



Gerhard Kemper, a chemistry professor and rector at the U. of Potsdam. "The program was the second step. The third step is the unemployment line."

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Scientists in Eastern Germany Go Back to School

Continued From Preceding Page

"This program is a paid parking place for former Academy of Sciences researchers," says Gerhard Kempter, a chemistry professor and rector at the University of Potsdam, which has taken on 100 of the scientists. "If they did not find a place at restructured academic institutes and they did not find work elsewhere, this program was the second step. The third step is the unemployment line."

Potsdam is a fledgling university that until a year ago had been a teachers' college. As part of its upgrading, the university is undergoing major repairs and renovations.

Mr. Kempter says the scientists and their projects are welcome at Potsdam. "We have only a limited number of scientists on the faculty now, and we will need more."

Hennig Lauster, a mathematician, is among the scholars who have landed at Potsdam. He is grateful for the university's acceptance, he says, but skeptical about its promise of open arms. Like all participants in the program, he ultimately will have to apply for a teaching position, which will put him in competition with regular faculty members.

"We are a threat," he says. "You feel good if you've gotten an offer, yet at the same time realize you're taking someone's job. And they know that, too."

Universities in eastern Germany are desperately short of funds. That fact has resulted in a fierce competition for academic positions. The scholars from the former science academy need jobs at precisely the time many universities are being forced to reduce the size of their faculties.

Saxony May Lose 12,000 Posts
"We're going to eliminate 100 posts," says Klaus Poppe, an administrator at the University of Greifswald medical school in the eastern state of Mecklenburg.

The state of Saxony provides an even grimmer example. The Education Ministry there reports it must cut 12,000 university teaching and administrative positions. And finding a slot at a university in western Germany, where most professors are locked into tenured positions, is not likely.

Some observers say the depressed economy and outright poverty in the country's eastern states in conjunction with the static academic job market in the West could undermine the government's \$275-million program to bring top scientists to the campuses.

Even Mr. Kempter says he is not certain that Potsdam will have positions for all 100 scientists who are now there under the government program. "At the end of 1993 their funding stops," he says, adding that at that time "the university should take over." However, he says that uncertainty about how much money the state government will have for higher education means that "more of the universities can say now that they will be able to pay the scientists."

Peter Abel, a biochemist at Gerhard Katch Institute for Diabetes

Research in Karlsburg, won a place in the program at the University of Greifswald medical school with his research project to develop a sensor that would identify a diabetic's blood-glucose level. Like many others in the program, he says two years are not enough time to find a permanent position in the scientific community. Unlike many others, however, Mr. Abel will be able to continue his work even if he fails to find a post because he is receiving additional

"We are a threat. You feel good if you've gotten an offer, yet at the same time realize you're taking someone's job. And they know that, too."

support from the German Ministry of Research and Technology.

University administrators are encouraging other scientists to do what Mr. Abel has done and find outside support for their projects. Such support could tide them over until university budgets stabilize.

But some scientists say they are in no position to compete effectively for such funds with their colleagues in western Germany.

"We've really got to play catch-up, and western Germans don't always understand that," says Dieter Martin, a chemist who lends a pheromone-identification research project at the University of Potsdam. "For example, according to our contracts no money can be spent for structural renovations to our labs, which should already be equipped. But in some cases essential equipment is missing."

"We applied to the German Re-

search Society for one device," he goes on. "They denied funding the grounds that it was an immodest project that was part of every modicum of the inventory, and it must have been here already. We struggled on until the misunderstanding was wended a lot of time."

Complaints About Bureaucracy

Other scientists have had trouble just getting their funds from the program. "We're paying for city phone bills and faxes out of our own pockets," says Wase Schade, who is assigned to Potsdam's Institute for Biotechnology. There, project scientists are developing strains of bacteria that will "clean" contaminated air. "The funding has been approved, but needs to be transferred to the university and then to us."

Says Ludwig Brebner, a physicist who also works at Potsdam, "The bureaucracy is so large. First, there is the program bureaucracy, then the university's administration."

Acknowledging the complaints, Wolf-Hagen Krauth, an official of the program, says many of its top problems have been ironed out. "There were so many personal changes at the institutes that it was difficult to know whom the money should be going to," he says.

Originally, the program was to last five years and draw support from both the old and new federal states. But the old western German states balked at the program's cost, and the program was shortened to two years.

Many participants hope the program can have a longer life. Some government officials agree. But Udo Pothmann, a program administrator and adviser to Germany's Federal Ministry for Education: "We hope the current state of affairs demonstrates that extension is absolutely necessary."

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Name Dropping

HIGHER EDUCATION IS LOSING ONE of its most active spokesmen. Charles B. Saunders, Jr., senior vice-president of the American Council on Education, has announced that he will retire in August.

Robert H. Atwell, president of the ACE, said: "Millions of students who may never even have heard of Charlie Saunders are in his debt for his tireless efforts on their behalf. Through his 18 years of representing the higher education community in countless appropriations struggles and four reauthorizations of the Higher Education Act, he became higher education's most respected advocate before the Congress."

Mr. Saunders's relationship with the act preceded his coming to ACE as Deputy Assistant Secretary for legislation at the Department of Health, Education, and Welfare, he played a central role in developing the Higher Education Act Amendments of 1972. Since joining the act in 1975 as director of governmental relations, he has worked to see the act reauthorized four times. Congress approved the latest reauthorization this month.

Another staff member is also leaving the American Council. Blaudine Cardenas-Ramirez, who has headed the Office of Minorities in Higher Education since 1989, will return to Texas in September.

A former vice-president for institutional advancement at Our Lady of the Lake University in San Antonio, Ms. Cardenas-Ramirez will join the Lyndon B. Johnson Institute for the Improvement of Teaching and Learning at Southwest Texas State University. (The San Marcos, Tex., institution was President Johnson's alma mater.) She will work to develop a Southwest Center on Values, Achievement, and Community in Education.

Four finalists for the position of chancellor of the University of Missouri's Columbia campus have been interviewed with the Board of Curators:

- Gerald T. Brouter, provost and interim chancellor of the campus.
- Robert Hemenway, chancellor of the University of Kentucky's Lexington campus.
- Charles A. Kessler, provost of Vanderbilt University.
- David K. Scott, provost and vice-president for academic affairs at Michigan State University.

Mr. Scott is named head of the University of Missouri campus, it will leave Michigan State University with vacancies in its top two positions. President John D. O'Connell announced in May that he will become president of the University in August. Mr. Scott is considered a possible successor to Mr. DiBiaggio, but Michigan State hasn't formally begun the search process.

Tom Peters, author of *In Search of Excellence*, recently wrote an article for *USA Weekend* on "10 Ways We [the United States] Do It Right." Among them are the Johns Hopkins Hospital and Stanford University. Of the latter, Mr. Peters said: "Our intellectual centers are great American products. In real-trade terms, brainpower is what matters. That's why we attract tens of thousands of foreigners who come here to become engineers and never go home. . . . Stanford was lucky to be a well-endowed private school in the wild West. It was a cowboy school; it didn't have the pretentiousness of the Eastern Establishment. It was a bunch of cowboys and gold miners with nothing to lose. Put it together, and you get a certain kind of magic."

Gazette

APPOINTMENTS, RESIGNATIONS, & DEATHS



Dorothy D. Price
Wesley College (Del.)



Laramie Jung
College of Saint Scholastica



Linda Tafolla
W. K. Kellogg Foundation



Evelyn Fox Keller
Massachusetts Institute of Technology



Gregory A. Volk
Lawrence University



Leah Harvey
Metropolitan State University (Minn.)



Daidre D. Labat
Xavier University of Louisiana

• **New college and university chief executives:** Baltimore City Community College, James D. Tschachtelin; Rockford College, William A. Shields.

• **Other new chief executives:** Associated Colleges of Illinois, David G. Utley; National Association for Law Placement, Paula A. Patton; Society for Values in Higher Education, M. Kathleen McGrory.

Appointments, Resignations

Reas Adm. Brent Bates, chief of information at U.S. Department of the Navy, to dean of the college of communication at Boston U.

Elizabeth A. Barron, professor of communication at Xavier U. (La.), to assistant vice-president for academic affairs.

Richard W. Baranese, dean of the college of business and economics at Lehigh U., to executive director of the university's LaCrosse Institute.

Bruce A. Barlow, director of annual giving at Westminster College (Pa.), to director of alumni programs.

Robert B. Barlow, head of forestry at U. of Arkansas at Monticello, to dean of the college of forestry at Stephen F. Austin State U.

Eric Avery, former president of Cypress State U., to vice-president for administrative services at Monterey Peninsula College.

Sherril Maygood Babcock, senior vice-president at Bloomfield College, to dean of students at Southwest U.

James B. Bates, chief of information at U.S. Department of the Navy, to dean of the college of communication at Boston U.

Elizabeth A. Barron, professor of communication at Xavier U. (La.), to assistant vice-president for academic affairs.

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Gazette

Alphonse J. Brooks, director of personnel at Edison Community College, has retired.

Michael G. Broome, associate professor of English at Columbia College, is C. J. to associate dean.

Karen Shaffer Brown, member of the development staff at Louisville Freshy, is the new director of development.

Eric Buckley, vice-president for academic affairs and professor of economics at Trenton State U., is dean of the school of management and professor of economics and finance at U. of Michigan at Dearborn.

Debra T. Bryant, adjunct professor of exceptional student education at Florida Atlantic U., is director of the office for students with disabilities.

Heather Campbell, former director of public affairs and special events in Baltimore, is director of development at U. of Baltimore.

Brenda Cardenas-Ramirez, head of the Office of Minorities in Higher Education at American Council on Education, is professor of institutional advancement at College of Saint Scholastica.

Robert G. Callan, former dean of the College of Social Sciences at San Antonio, is dean of the College of Arts and Sciences at Rutgers U. at Camden.

Arthur M. Chavang, registrar at Mount Vernon College, is registrar at Catholic U. of America.

Isabella A. Chawel, physician in Arizona, is associate dean for Phoenix programs in the college of medicine at U. of Arizona.

William F. Cohen, former president of Cuyamaca College, is interim chancellor of Grossmont-Cuyamaca College District.

David L. Cohen, professor of geography and environmental engineering and development for research at Johns Hopkins U., is dean of the School of Forestry and Environmental Studies at Yale U.

Karen P. Coan, dean of admissions and financial aid at Ohio Northern U., is vice-president.

Andrew P. Combs, director of admissions and financial aid at Georgetown U., is assistant dean of admissions.

James L. Craig, vice-president for administrative affairs at U. of Guam, is dean of the college of education.

May K. D. D'Amico, special events coordinator at Associated Catholic Charities (Baltimore), is associate director of development at U. of Baltimore.

Lawrence A. Deane, interim vice-president for administration and finance at Rhode Island College, is vice-president for academic affairs at Northern Montana College, is provost at Oregon Institute of Technology.

Joanne Dwyer, assistant to the director of alumni relations at Marymount U. (Va.), is director.

Charles M. Dye, assistant dean of graduate studies in the college of education at U. of Akron, is associate dean of the graduate school.

Adeline E. Egan, dean of college transfer and the individualized learning center at Forsyth Technical Community College, is dean of arts and sciences.

William L. Egan, research professor of urban, labor, and metropolitan affairs at Wayne State U., is director of the School of Social Work at Michigan State U.

Thomas Egan, associate dean of the college of education at Stephen F. Austin State U., is dean.

Victor J. Eddy, vice-president for development at Saint Anselm College, is vice-president for enrollment.

Benjamin T. Egan, professor of psychology at U. of California at Riverside, is interim provost and vice-president for academic affairs at U. of Texas at San Antonio.

K. Conrad Gaskin, professor of physics at Michigan State U., is also director of the Notre Dame Superconducting Laboratory at the university.

Robert J. Garmann, dean of the School of Letters and Sciences at State U. of New York College at Brockport, is provost and vice-president for academic affairs at State U. of New York College at Buffalo, effective August 26. This comes as from that appeared in *The Chronicle*, June 24.

Phyllis M. Gatto, associate professor of nursing at U. of Texas Health Science Center at San Antonio, is assistant dean of nursing at Texas Woman's U.

James S. Gatto, associate professor of English at Mount Vernon College, is associate academic dean at Walsh College.

Norma S. Gatto, former assistant

vice-president for student development at U. of Texas at San Antonio, is associate vice-president for administration and planning.

John Harvey, dean of the college of liberal arts at Metropolitan State U. (Minn.), is vice-president for academic affairs.

Edwin L. Hart, professor of education at Pennsylvania State U., is also associate dean for academic programs and research in the college of education.

Wade Hebbard, associate dean of the school of visual and performing arts at Winthrop College, is dean of the college of arts at Stephen F. Austin State U. of California Polytechnic State U. of San Luis Obispo.

Steven L. Johnson, assistant director of state development at U. of Georgia, is partner at Higher Education, to director of institutional research at College of Staten Island.

Laurie Jung, associate vice-president for development at U. of Evansville, is president for institutional advancement at College of Saint Scholastica.

Brynn Fox Kallin, professor of the history and political science at U. of California at Berkeley, is professor of science studies at Massachusetts Institute of Technology.

Sharon Kellner, interim dean of students at U. of Massachusetts at Amherst, is dean of students at U. of Connecticut.

Frederick L. Kellner, chairman of psychology at U. of Toledo, is dean of the college of liberal arts at Stephen F. Austin State U.

Stephen W. Kline, associate at Coopers and Lybrand (Boston), is vice-president for business and finance at Carroll College (Wis.).

Rosa Kohn, former senior vice-president of the college division of American and Foreign Study, is vice-president for international programs.

Andrew P. Combs, director of admissions and financial aid at Georgetown U., is assistant dean of admissions.

James L. Craig, vice-president for administrative affairs at U. of Guam, is dean of the college of education.

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James S. Gatto, associate professor of English at Mount Vernon College, is associate academic dean at Walsh College.

Norma S. Gatto, former assistant

at Teikyo Wesleyan U., effective September 1.

Donald E. Hestrich, professor of communications at Wright State U., is dean of the university's Lake campus.

Debra D. Lohr, professor of biology at Xavier U. of Louisiana, is associate dean of the college of arts and sciences.

Michael A. Lohr, former vice-president for instruction at Emory College, is executive director of the Dallas Health Science Center at Texas Woman's U.

Richard R. Lohr, Jr., member of the development staff at U. of Oklahoma, is vice-president for development at Western State College of Colorado.

Paul W. Mawhood, professor of management studies at Yale U., is dean of the school of organizational management.

Stephen E. Marlow, vice-president and dean of student life at Missouri College, is provost of the Ottawa campus of Ottawa U.

Corinna A. McGuinn, associate professor of administration, curriculum, and instruction at Gonzaga U., is dean of the school of education.

James P. McIntyre, senior admissions counselor at Canisius College, is assistant director of admissions.

Irving P. Melnick, dean of arts and sciences of Wayne County Community College, is professor and director of education at West U.

Pay A. Miller, interim dean of nursing and social work at Southern Connecticut State U., is dean of the school of professional studies.

David R. Mugh, senior minister in Community Christian Church (Richardson, Tex.), is dean of the school of divinity at Valparaiso U., is named named president of the National Association for Law Placement.

Bill Pashel, director of career services and alumni relations in the school of law at Valparaiso U., is named named president of the National Association for Law Placement.

Charles B. Saunders, Jr., senior vice-president at American Council on Education, has announced his retirement, effective August 31.

David B. Utley, vice president of U. of Wisconsin Foundation, to executive director of Associated Colleges of Illinois.

Michael O. Murphy, president of South Main Bank (Houston), is director of advancement at Southern Seminary College.

Michael Nelson, former dean of business and vocational programs at Grossmont College, is vice-president for academic affairs.

Dorothy DeBono Pison, vice-president for academic affairs and dean of the college of education (N.J.), is vice-president and dean at Wesley College (Del.).

Alison R. Pines, associate dean of faculty at Pennsylvania U., is director of

the Education and Culture program.

John E. Craig, vice-president assistant at Commonwealth Fund, is vice-president and treasurer.

Nancy Davis, chair of health, management and professor of economics at Johns Hopkins U., is vice-president of Commonwealth Fund.

Susan G. Harvey, director of development at National Society of Professional Engineers, is director of institutional and external affairs at Carnegie Mellon University.

Richard L. Targerson, vice-president and academic dean at Bethany College (Kan.), is vice-president for development at Worthing College.

James D. Tachibana, interim president of Baltimore City Community College, is president.

Gregory A. Voth, development officer at Lawrence U., is vice-president for development and external affairs.

John Wood, professor of bioengineering and associate director of the Center for Engineering Design at U. of Utah, is professor of manufacturing engineering at U. of New Mexico.

Deaths

Robert D. Calhoun, 89, president emeritus of Brookings Institution, July 16, 1992, in Silver Spring, Md.

Ramona Ovi, 91, former chairman of marketing at U. of Pennsylvania, July 16, 1992, in Swarthmore, Pa.

Edward L. Dushmore, 78, executive vice-president emeritus, senior vice-president emeritus for urban, labor, and metropolitan affairs, and professor emeritus of political science at Wayne State U., June 26 in Dearborn, Mich.

Norman W. Dawsey, 72, professor emeritus of Slavic languages and literature at U. of Michigan, June 30 in Ann Arbor, Mich.

Walter B. Egan, 85, president of the National Association of State Treasurers, July 16, 1992, in New York City.

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CONFERENCES

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Coming Events

Applied to marks items that have appeared in previous issues of the Chronicle.

4-7 Higher education. Annual conference of the Society for College and University Studies, Minneapolis, Conn., Sept. 10-13, 1992. (111) 764-2510.

4-7 International. "The Pond Raging: School Principals, Techniques of Fund Raising." Indiana University, White Fish, Ind., Sept. 10-13, 1992. (317) 774-7003.

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